



Warwick students march past Coventry Cathedral.

1,500 students in Warwick march

by Jane Heatley

COVENTRY

Over 1,500 students from universities, polytechnics and further education colleges demonstrated in Coventry last Saturday against education cuts and rent increases in university accommodation. The march was supported by Warwick University students' union and was led by Mr Charles Clarke, vice-chancellor of the National Union of Students.

It came a few days after police, acting on a High Court order, ended the month-long occupation of Senate

House by 500 students. Before the police entered the building in the early hours of last Thursday morning the students left peacefully and immediately occupied the Arts Centre near by.

A meeting of Senate was held later this week to consider a student motion to increase rent levels and student demands for an investigation of these in rent strike. Colonel Robert Harbry, Development Officer at Warwick University, said that urgent discussions would now take place about the level of next year's rents. He said the university had no plans to take

action against the students occupying the Arts Centre as this did not interfere with university administration. Members of the National and Local Government Officers Association returned to work in Senate House, crossing a student picket line, to administer grant cheques and arrange examination timetables.

Grant cheques have been withheld during the occupation and the university recently announced that examinations due to start on May 28 would now be postponed for one week.

More university teachers will emigrate, says AUT

by Sue Reid

Figures showing that last year 196 university teachers left British universities for similar posts abroad were probably grossly underestimated, the Association of University Teachers claimed this week. The figures had been released by Mr Reg Prentice, Secretary of State for Education and Science.

Mr John Akker, assistant general secretary of the association, says that the figures for 1973-74 excluded medical staff and were too low. He said that many more hundreds would go overseas at the end of this academic year. He blamed low salaries and poor research opportunities for the drift abroad.

Mr Akker pointed out that he

side the attraction of working abroad, especially in the United States and Australia, university teachers watched better salaries being awarded in the polytechnics and civil service. Discontent had become worse since the Government ruling in March that fresh pay claims could not be back dated.

Last year's figures were accompanied by those for 1972-73. These totalled 150 and the AUT also claimed that they were underestimated. The Conservative backbench education committee tabled a motion expressing concern that low pay was causing senior university lecturers to leave the country.

Land Bill threatens finances, says CVCP

The proposed Community Land Bill could seriously affect university finances and result in their making increased demands on government, the Committee of Vice-Chancellors and Principals warned last week. The Bill is now in the committee stage.

In a letter to Mr Crosland, Secretary of State for the Environment, the CVCP said that if the universities were not granted exemption, they could lose many future gifts of land. The Bill proposes that university land will be acquired by local authorities and developed for use by the community. Development of the universities would be restricted to the coming into this category, but the local authority would have to give its permission first.

Commenting on the Bill, Professor Sir Arthur Armitage, chairman of the CVCP, said: "We do not see there is much advantage to the universities or to the Government... which would provide more than 90 per cent of universities' running costs. In an arrangement which would make the development of universities more complicated and costly, and which could well deprive private well-to-do of land when they know nearly all the value of their land could be claimed by the Government."

The letter from the CVCP urges Mr Crosland to ensure that during the consideration of the Bill, universities will be declared suitable for the holding and development of their land.

estate management and development planning in the provision of essential education facilities," it says.

"Indeed all university property, whether in the form of land or otherwise, is required by the terms of university charters to be used to the public interest for educational purposes. The purpose in no case can be for private benefit or gain. Therefore to exempt universities in the manner we have suggested would not be inconsistent with the policy of the Bill."

It could also mean a waste of resources for local authorities to have to acquire university-owned land before allowing that university to develop it. Exchanges of land between universities and local authorities could be seriously threatened.

The CVCP also opposes the proposed development fund (ix, under which the universities will be liable for tax when they dispose of land by sale or lease instead of development.

"Where universities have been given land by individual or corporate benefactors, then the proceeds of its disposal... should not be diminished by taxation since this would reduce the amount available to be spent on education already envisaged by the benefactor," they say.

UGC floats 'more medics' plan

In an attempt to increase the number of medical students without incurring extra cost the University Grants Committee has suggested that universities with medical schools "adjust" the number of science students admitted to pre-clinical departments.

The UGC has said that, although it is unable to make additional grants towards increasing the intake of medical students in the present quinquennial, it would expect to take any agreed increases into account when considering grants for the next.

Applications rise

Applications for the degree in engineering science at Exeter University have jumped this year from 250 to 571. This is a rise of 128 per cent—by far the largest increase for any course put on by the university.

The figures on applications received by April this year show that applications for applied science courses nearly doubled compared with last year. Most of the increase can be accounted for by rising demand for the engineering

'Prentice policy harms university morale'

by Frances Gibb

The morale of the universities was being destroyed by Reg Prentice's discrimination against them, Mr Norman St. John-Stevas, opposition spokesman on education, science and the arts, said this week.

Speaking at the annual lunch of the Euclean Conservative Association in London, he said: "The damage being done within the university community is appalling, and yet Mr Prentice has declared that he is unaware of any crisis in the university world."

"This combination of complacency and obduracy bodes ill for university development."

He said that universities were the crown of our educational system. "They have given us the best first degree in the world and one that can be achieved in the shortest time. The wastage rate of their students is amongst the lowest in the world—

8 per cent as opposed to 60 per cent in the United States and 40 per cent in the continent.

"It is a poor reward for the great achievements to discriminate against them so that a lecturer at a university now is paid anything between £600 and £1,000 less than his equivalent in a polytechnic."

"I have long advocated equal pay for equal work throughout the higher education system, but it is very different from actively discriminating against the universities, which is what the Government is now doing."

He said that the Conservative Party was determined to give universities a fair deal and the means to do their job well. "The grammar schools they have been those who have never entered the doors by upholding high standards and ideals of academic excellence for the entire nation," he said.

News in brief

Sceptics question letting scheme

Backbench Labour MPs are becoming sceptical of the Government's proposals for legislation which would establish a national registration scheme for student lettings.

A meeting of the Parliamentary Labour Party's housing group on Tuesday expressed reservations about the scheme, which proposes to end the security of tenure given to students in the 1974 Rent Act.

Mr Bruce Douglas-Mann, Labour MP for Mitcham and Morden, said last week that it was a controversial piece of legislation, and they felt it had to be fully discussed.

Arbitration urged

Fifty Conservative MPs last week signed a motion urging an immediate and speedy arbitration on the Association of University Teachers' salary claim.

It said that great damage was being caused to the career structure of university teachers, and that senior and well qualified staff were leaving.

Wellcome welcome

The Wellcome Trust is to make a number of rooms available in its London headquarters for meetings of medical research workers.

The move has been in an attempt to coordinate medical research. In particular, the trust, whose annual allocation to medical research exceeds £3.5m, hopes that meetings held on its premises will help its attempts to direct research support to the areas of greatest need.

OU film medal

An Open University television film, produced for a course on the history of architecture and design between 1850 and 1939, has been awarded a silver medal at the Fifth International Film Festival in Madrid. The film, *La Casa*, the story of the working parties there, was produced by Nick Levinson of OU/RBC Productions and presented by Mr. T. H. Leighton, chairman of the course team and lecturer in art history in the faculty of arts.

Costs hit college

Rising costs have hit Robinson College, the new Cambridge College which last week received planning approval from Mr Anthony Crosland, Environment Secretary. The college is being financed by a £10m gift from the Newmarket racecourse owner David Robinson. Originally intended to be a medium-sized college, it is now expected to reach that size until the end

Essex elections

The new student President of Essex University is Mr Alan McDougall, a member of the Broad Left and Communist Party. The secretary is Mr Chris Longworth, a well-known socialist, and the treasurer is Mr Kevin Bentley, a member of the Broad Left and the Labour Party.

The large number of candidates included three young campaigners, says: "If elected, will serve." These three candidates who disapprove of socialistism, came second for both president and secretary.

Sir Walter dies

Sir Walter Adams, aged 69, the former director of the London School of Economics, died from a heart attack in Salisbury, Wiltshire, on Wednesday, where he was due to be given an honorary degree.

Academy moves

Moves to set up a Scottish academy of the arts were initiated after a meeting in Edinburgh last week. Led by Mr J. Steven Wilson, principal of St. Andrew's University, and Professor J. W. F. Friend, of Glasgow University, the academy seeks to revive the role of the Royal Society of Edinburgh, later developing their own into a fully-fledged academy.

Lord Morris nominated

Lord Morris of Greenwich, former vice-chancellor of Leeds University, is one of three possible candidates for the post of vice-chancellor of the University of London. The other two are Mr. J. T. Hudson, a former vice-chancellor of the University of London, and Mr. J. T. Hudson, a former vice-chancellor of the University of London.

Working parties for Kent

Kent University has set up three working parties to look into the college system, the academic nature of the university and its governance and administration. The chairman of the working parties is Mr. J. T. Hudson, a former vice-chancellor of the University of London.

NEXT WEEK

Leslie Alcock on 'wellbeing', W. H. G. Armytage on 'Haldane', Profile of Ronald Fletcher, ATTI conference reports, Esmond Wright on the Crossman Diaries, William Tylor on the CNA.

Government demands cheaper, more efficient polytechnics

by David Walker

Universities and polytechnics must in future be cheaper, more flexible and must free themselves from their preoccupation with 18-year-olds with A levels on degree courses, Lord Crowthier-Hunt, Minister for Higher Education, declared last weekend.

In a further elaboration of the Government's grand design for higher education at the Association of Teachers in Technical Institutions conference, the minister suggested that a fundamental shift to resources from advanced degree level work to courses for the 16 to 19 year age group was needed.

Lord Crowthier-Hunt hinted that the Government might be forced further to reduce the £40,000 places in full-time higher education it had planned for 1981. This figure could fall either because of the need for even greater reductions in educational spending, which he thought likely, or a fall in demand for degree courses in universities and polytechnics.

Alternatively, the number of places could be reduced while the numbers of students remained the same, or even increased. He estimated that a 5 per cent increase in "efficiency" in the polytechnics could save 10,000 places at a capital cost of £25m.

Lord Crowthier-Hunt specifically referred to ways in which money could be saved in the polytechnics and to the need to use spare capacity in the universities for new qualifications such as the DipHE.

More students could be taught by

fewer teachers in the polytechnics, he suggested. Tighter time-tabling, a more efficient use of buildings and a reappraisal of the need for student residence would all save money. Research in the polytechnics should be commissioned that was relevant to the needs of industry and commerce.

In a written reply last week to a Parliamentary question by Mr Keith Hampton, Conservative MP for Ripon, Mr Prentice, Secretary of State for Education, hinted that the Government was scrutinising polytechnic costs more rigorously.

Sir Alex Smith, chairman of the Committee of Directors of Polytechnics, denied that polytechnic costs were not calculated as efficiently as spending in universities. There was a "pretty serious" exercise in all the casting, he said.

In his speech Lord Crowthier-Hunt asked universities not only to consider introducing the DipHE, but to provide for those students who come into the universities after completing the DipHE outside.

Another significant omission from Lord Crowthier-Hunt's speech was the question of local government control of education and educational administration. There was speculation this week that the Government was considering the creation of the idea of a national council for further and higher education, perhaps eventually to include the universities.

Already some local authorities, in Nottingham, Stockport and the North East, are blocking nationally agreed moves to reduce teachers' working hours in colleges and polytechnics. In apparent accord with Lord Crowthier-Hunt's warning of "worse to come", the authorities are said to be side-stepping an agreement made in March between

Eleventh hour move for new merger

by David Hencke

An eleventh hour move is to be made today to persuade the Association of Teachers in Colleges and Departments of Education to explore a federal merger with the Association of Polytechnic Teachers.

The move comes after the executives of the ATCDE and the Association of Teachers in Technical Institutions have approved a merger between their unions. The ATTI's decision was endorsed by its conference on Tuesday.

A petition signed by 150 members of the ATCDE calling for the association to hold an emergency council meeting to explore the APTI merger will be discussed by the ATCDE council in London.

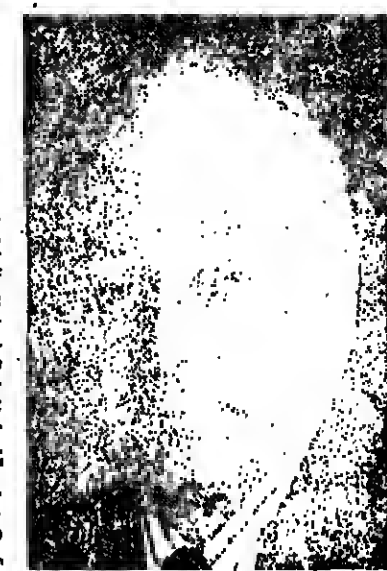
The motion before the meeting "Instructs the executive to undertake discussions with the APTI with a view to forming an Association of Teachers in Higher Education (ATHE) before a decision is taken on the proposal for amalgamation with the ATTI."

The ATCDE has to have approval from its council for a merger and the final decision will have to be put in a ballot of its 6,700 members.

Council members have been sent two letters, one from Dr Dennis Elwell, executive secretary of APTI, and another from Mr Tom Driver, general secretary of ATTI, outlining the reasons for the merger. The ATCDE's general secretary of ATCDE, has sent a covering letter emphasising its neutrality.

Dr Elwell claims that the ATTI has not fully represented polytechnic teachers and is thus unlikely to look after the interests of lecturers in colleges and polytechnic departments of education.

Mr Driver attacks what he calls "the half truths" of the APTI's case and claims that the APTI is inexperienced.



Lord Crowthier-Hunt

the ATTI and the Council of Local Education Authorities on conditions of service for further education teachers.

Mr Tom Driver, general secretary of the ATTI, saw the Government's "exercise in participation" as a rapid response by the Department of Education and Science, in the recent OECD report, which called for more open government in education. He said it was unfortunate that such an important debate had to take place when resources were being so severely restricted.

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Saudi medics scheme is unconfirmed

by Tim Albert

More disciplinary action could be on the way at Lancaster University after about 30 students burst into a special meeting of the Senate to discuss the question of disciplinary action on those who took part in the recent strike.

Mr Charles Corcoran, the vice-chancellor, told THE TIMES "but it is a technical offence and we might want to make charges just to make it clear that we do not condone such things."

He added that the penalties involved would be fines rather than suspensions.

The senate meeting, which had been adjourned from the previous day at the request of the students' representatives, had been called to discuss the question of disciplinary action on those who took part in the recent strike. The committee is to consider the appeals of the 28 students fined or suspended after taking part in the strike at the university last week.

The students protested at the adjourned meeting over the three suggested candidates, and walked out after their protest had been dismissed. The 30 students burst in shortly afterwards.

One member of Senate said: "There were no witnesses. No banners. They just stood there looking rather silly, while some members of Senate got rather red-faced."

Mr Dick Soper, president of the students union, said that the suspension of Senate was not an official union action. Before the interruption the Senate had decided to ballot for the post of chairman of appeals and equity. The ballot took place on Friday, and was won by Lord Morris of Greenwich, former vice-chancellor of Leeds University.

More Lancaster students may be disciplined

by Tim Albert

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Soviet visit for poly geologists

A group from Kingston Polytechnic is to make what is believed to be the first field trip to the Soviet Union by European geology students.

The trip, which has taken two years to arrange, is led by Dr John Penn, lecturer in geology, and Mr Bryon Woodriff, senior lecturer in Russian, will last 28 days, from the end of August to the third week in September. The cost including full board and travel is £200.

Students will visit Kursk, Volgograd, Donetsk, Kiev, Leningrad and Moscow. There will be a field excursion to the Kursk region with Russian geologists and visits to the Research Institutes of Mineralogy at Moscow and Leningrad, the Ministry of Geology and the Moscow faculty of geology.

Although the 25 places will be chiefly taken by students from the polytechnic, there are places available for interested students from other colleges.

Stanley Hewett

A memorial meeting for Mr Stanley Hewett, general secretary of the Association of Teachers in Colleges and Departments of Education, who died on May 1, will be held in the Beveridge Hall, University of London Senate House, Malet Street, London, WC1, on June 2, at 7 pm. Tributes will be paid by representatives of the Association of Education Teachers, the National Union of Teachers, the Department of Education and Science, Harkness College, ATCDE, THE TIMES and the Universities Council for the Education of Teachers. Former colleagues will give poetry readings.

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L.e.a.s given sanctions warning over vacancies

by David Walker

The ATTI will carry out a programme of sanctions against any local authority refusing to fill vacancies as a result of cuts in Government spending on education. The Association of Teachers in Technical Institutions decided at its annual conference at Scarborough last weekend.

Declaring that proper provision for education and for the status of teachers were articles of the social contract, it voted for a national campaign to fight cuts in conjunction with other trade unions and the TUC.

Lord Crowther-Hunt's warning of worse cuts to come in the education budget was resisted by delegates. Mr Tom Driver said that if the Government could find money for a mounting defence budget, the ATTI would not accept that there were no resources for education.

The debate on Government policy which—despite Lord Crowther-Hunt's statement that education spending was still growing in real terms—was held to be an attack on education, spilled across separate motions on salaries, conditions of service and the need of underprivileged groups for further education.



Ms Marilyn Moss of Kilburn Polytechnic.

'Needs dictate shift in resources policy'

The Government was considering a fundamental shift in resources from advanced further education to the 16 to 19 age group, Lord Crowther-Hunt, Minister for Higher Education at the Department of Education told the conference.

Such a policy was dictated partly by the needs to reduce costs, particularly in the expensive polytechnic and universities, and partly by social justice and the need to provide for a neglected group in the population.

Lord Crowther-Hunt's speech, which was interrupted by delegates' jeers and aides, mixed evidence of the Government's search for ways to reduce the costs with its desire to provide for those who left school at 16 with no further opportunities for education.

He said the failure to provide day release and other opportunities for the 16 to 19 age group was a loss of the country's most precious resource, the latent ability of its young people.

Lord Crowther-Hunt began the latest of his "participation exercises" by telling ATTI members bluntly that they could expect a salary increase reflecting cost of living adjustments and that was all.

Further cuts in the education budget were likely although growth was continuing and the Government wanted—through consultation with groups like the teachers' associations—to set priorities for its future spending.

Walk-out threat greets 'status' speech

A moment of drama came to the conference when a number of delegates threatened to walk out of Lord Crowther-Hunt's speech unless the status of a proposed meeting with the Association of Polytechnic Teachers was clarified.

Members of the ATTI were upset by what they understood to be

Privately officers and members of the ATTI executive accepted the merit of some of Lord Crowther-Hunt's remarks, although he was stating what had been the policy of the ATTI for some time.

Unit crisis in some colleges and in some areas could be reduced, they accepted his emphasis on flexibility, agreeing that buildings could sometimes be used more efficiently and empty science and technology places needed to be filled.

The sticking point in Government policy was any increase in hours worked or the loss of any jobs. Delegates from Stockport, Nottingham, Northern Ireland, Newcastle and Durham said that already local authorities were refusing to agree to conditions of service which had been nationally negotiated between the ATTI and the Council of Local Education Authorities.

Mr Jim Atkinson, of the north-east division, alleged that the Northern Council of Education Committees was resisting moves to reduce teachers' hours in accordance with the national agreement.

The conference resolved to mount a campaign in branches where authorities "refuse to improve conditions to at least the minima" and including strike action if necessary.

Another motion reiterated ATTI policy on developing a "genuinely comprehensive" education system, with special reference to the 16 to 19 age group and adult illiterates. Government cutbacks threatened this end, the motion said.

A delegate from the north west, Mr Bill Buckley, accused the Government of consuming the seed corn of future generations. A string of delegates contended the Government for reducing spending when the economy was going into recession, a time when more needed to be spent on training and education.

But the executive Mr Jack Mansell, last year's president, criticized prevailing "Victorian" attitudes to the 16 to 19 age group and "50 years of broken promises and improved day-release schemes". A policy statement recently issued by the ATTI asks the Government to make day release compulsory for all young people in employment.

In the main debates on reduced spending in education, the leading critics of the Government and often of the ATTI executive were the Rank and File Technical Teachers group, many of whom are members of the International Socialists.

Mr Martin Barker, editor of the group's paper *Technical Teacher*, commented that the 1975 conference had showed a new mood of anger because the Government had threatened the basic conception of education many delegates held.

In debate he said: "What Crowther-Hunt is really about is the total abandonment of the Robbins principle. Any motion we pass must mention strike action for we must make every possible step to defeat this round of cuts".

Ms Marilyn Moss, of Kilburn Polytechnic, who with Mr Barker and Mr Richard Kuper of Middlesex Polytechnic formed an active triumvirate in conference proceedings, said that the cuts were already biting. There were larger classes and amalgamated classes and the number of students on courses had been drastically reduced.

Conference was warned by Mr Lee Rees, from the Wales division, that without adequate training of the 16-plus age group the Government would be forced into more spending, but it would be on prisons and hospitals.

Commenting on the debate, Mr Driver warned against a too-ready identification of the problem of 16 to 19-year-olds. While they stayed in schools they could be identified and reassured accordingly. But further education, he said, was open-ended and education remained as relevant to the 25 and 30-year-old as the school leaver.

However, the Labour Government's pledges—including that on further education—were scorned by delegates. Miss Sheila Cochrane, of the West Midlands delegation, argued that all the pledges in the last election manifesto had been abandoned.

In the conference's detailed consideration of salaries, the ATTI policy as presented in evidence to the Houghton committee last year was reaffirmed. The executive was instructed to continue to press for

relatively greater increases for lower-paid teachers and for the merging of the lecturer and one and two grades.

The major source of opposition to established policy came from the Outer London division which sought in a series of amendments to strengthen the executive's hand.

Mr Richard Kuper argued that the concept of professionalism given prominence in the Houghton report was a device to "buy off" teachers by talk of epurious responsibility.

The ATTI was threatened by seduction by the inflated class of educational managers on the one hand and by loss of membership among disgruntled lower paid teachers on the other.

In reply Mr Driver asked conference not to underestimate the significance of the acceptance by Houghton of the ATTI case on unified salary scales in further education, against the secessionist movement in the polytechnics.

A number of delegates argued strongly that in future salary negotiations the ATTI should press for a single flat rate increase instead of percentage rises, to benefit the lower paid.

They painted a picture of the association riven by the divide between senior and principal lecturers and the lower grades. For the executive Mr Rangan Jinkinson, of South Bank Polytechnic, said that a flat-rate rise in inflationary conditions was foolish.

In secret sessions the ATTI discussed progress on their current salary claim which is being considered by the Advisory, Conciliation and Arbitration Service. It is understood the executive, after some disagreement urged delegates to accept an offer—if it is made—similar to that agreed for Scottish teachers recently. This involves increases strictly in line with cost-of-living increases, roughly 21 per cent after threshold.

The conference also considered the question of women's rights on which a working party of the ATTI has recently reported. A motion before the conference asked for the ATTI's policy on maternity leave to be strengthened and for joint campaigns with other trade unions to obtain facilities for staff and students.



Mr Derek Weitzel (left), now president of the association, and general secretary, Mr Tom Driver.

Large cuts planned for small saving-Weitzel

Some local authorities are planning to make massive cuts in their spending on further education, Mr Derek Weitzel, the new president of the Association of Teachers in Technical Institutions, said in his address on Saturday.

They have contingency schemes to make small savings in the education budget by sacrificing adult and further education and the youth service which they do not have a statutory responsibility to provide.

Such cuts would harm the fabric of the education service and take years to repair, he said.

"Success in dealing with the economic forces now ranged against us will only come if we are even more firmly united than before. The ATTI has always had the cause of

merger with the Association of Teachers in Colleges and Departments of Education."

Discussions with the Education Institute of Scotland were continuing and Mr Weitzel held out the prospect of a body uniting all further and higher education teachers throughout the United Kingdom.

Mr Weitzel went on to describe how the ATTI ought to respond to a future dominated by advanced technology, by securing the training of all further education teachers, by broadening the range of courses offered in colleges.

"We welcomed very much the commitment to give young people more opportunities for day release in the Labour Party's manifesto. The events of this year have

A policy for compulsory day release

At the conference the ATTI circulated a policy statement in the 16-19 age group which said:

There are certain steps which should be taken immediately both by the Government and others to achieve an increase in the numbers of young people obtaining release for further education. The Association does not see any one of these measures as making more than an interim contribution towards achieving the ultimate objective—giving all young people under the age of 19 the opportunity to develop their potential—but they are recommended for appropriate action.

● The implementation of legislation giving the right to day release to all young people under the age of 18.

● A firm declaration by all government departments and by nationalized industries and public corporations that the government, that all young workers will be required to attend for not less than the equivalent of one day per week at college of further education for an appropriate course.

● The recognition by both sides of commerce and industry that the granting of day release to all young workers should be a part of negotiated agreements on working conditions. The conclusion of collective bargaining arrangements which included these requirements would be a substantial preliminary step and would increase the interest of both management and employee representatives in the development of young workers and the courses of education they followed.

● The payment by local education authorities of fees and other expenses for those under the age of 18 as recommended in the letter to CEOs of July 30, 1972. This would represent substantial financial encouragement to many young people and, in some cases, would be an added incentive to employers.

● A requirement by Industrial Training Boards for day release for further education for all young workers employed by a firm as a condition of granting an "exemption certificate" within the terms of the Employment and Training Bill. The certificate of such as "exemption certificate" should be made conditional on the maintenance of a system of day release by the firm.

● The extension of the training award schemes with additional finance being provided by the Government so that increasing numbers of young people on leaving school undertake pre-employment courses in integrated training and education. A number of Industrial Training Boards have sponsored such schemes in recent years with financial support from the Department of Employment and the Construction Industry Training Board has made provision for a substantial extension of the scheme in 1973-74.

These schemes ensure that employers recruit young people with an initial employment value greater than that of those straight from school and, in return, they should be required to guarantee continued training and day release.

An extension of the Northern Ireland practice of indenturing young apprentices initially to the Board and then transferring them to an appropriate firm should be considered with appropriate arrangements with employers to ensure continuation of attendance at colleges on a day release basis following the first year of full-time integrated training and education.

● The extension of proposals in the White Paper *Industrial and Regional Development* (March 1972) for schemes for payments to firms in Assisted Areas undertaking training and retraining of workers. Weekly grants to employers are made during the period of training, and it would be possible to extend this provision to employers who are prepared to grant day release to all their young workers.

The need to employ additional young people to cover periods spent in college would also help to reduce unemployment in these areas and not only increase the development of skilled manpower, potential but also reduce the extended unemployment of young people. It would also help to reduce the hard core of young unemployed who find considerable difficulty in obtaining work.

● The need to ensure that employers meet the terms for the provision of grants, and that this must be undertaken by officers of the Careers Advisory Service.

● The award to employers of some form of investment allowance which would be related to the total amount expended in wages and other payments to those on day release. Such an allowance would have the effect of increasing the value to the employer of young people undergoing further education and training and would reduce the current reluctance to restrict the opportunity for day release to those under the age of 18. It would also recognize the importance to society of further education and would be an incentive to employers to employ

Don's diary

After the salami

My research frequently takes me to France. This time I got into Paris for a meeting at the Sorbonne and took the underground to the Odéon. The Metro was unusually crowded for mid-afternoon, like a rush hour in fact, and when we arrived at the station the platform was so packed that people had to push their way out. The squash was such that the train could not leave the station for fear that people might fall off on to the track.

All this was complicated by a crowd determined to leave by the exit nearest the road, which had been closed (presumably by the authorities) and the noise made by the chanting of slogans impeded the communication of this information to those at the other exit.

Next to me a young schoolboy put a key into his fist and started to smash in the front of the vending machines, although without any apparent desire to get at the contents; glass flew across the platform and there were protests at this. French crowds are very dynamic.

I had stepped into the middle of a demonstration against the reform of the education system. The Haby

reform, named after the minister responsible for conking them up, have precipitated a whole series of demonstrations in the universities and schools. Because the government has been proceeding by "salami" tactics their chances of success are greater than those of preceding reformers in this politically highly-sensitive area.

The demonstration was, I should have guessed, a very middle-class one but ironically the protesters against the Haby reforms have enabled the Communist Party's secondary school union UNCL to regain the initiative over the extreme-left factions. This is an heroic achievement for the party which seems to have been making the running as the main organized opposition to the reforms and which has led a high campaign throughout the country.

Class warfare

The pressure in certain sections of the French education system is intense and exams are extremely rigorous. One evening as friends were going past one of the gigantic halls of residence a student stopped them and asked whether they could see a

shoes arguments for more money. In a situation in which the only capital to be used is a display of desperate feelings through the servile arts of protest, and where to be contentedly getting on with one's job is in effect to be labelled with ignorance, they have as far as I can see no vocation as to join anybody else in humdrum struggles about the erosion of their comparative income position.

Most of all, they have fallen into that worst debased form of political pressure in which innocent third parties, in this case students, are in injured in an attempt to influence the government. The fact that the National Union of Students, with its customary indifference to the genuine interests of students, has endorsed the Association of University Teachers' policy of withholding examination results may possibly have given pause to some of the supporters of that policy.

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It is interesting in speculation on what will happen in the long term in, say, the 1990s, after the next population boom in five or six years' time. Unless there is a significant change in the proportion of applicants from the population in general there could be an absolute decline in numbers.

These trends though are notoriously difficult to estimate. The admissions office at Sussex considers that this kind of information is making it impossible to plan in the long term, or even for next year come to that. Nobody really knows why people apply to certain universities and what people's images are of the various universities.

Apparently the idea has got around that Sussex only takes people whose first choice is Sussex. Actually the level of preference makes no difference to the way Sussex processes applications, but it will take an army of brain surgeons to remove this notion from people's heads. Doubtless Sussex suffices somewhat from having blown its own trumpet rather too much in the early 1960s.

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A profile of Dr Ronald Fletcher whose critique of higher education was published last week

A voluntary exile from academic 'dwarfdom'

Ronald Fletcher, author of the *Marlowe* pamphlet *What's Wrong with Higher Education* published last week, is an academic misfit. He failed in college in terms of modern university life and, in the prime of his career, departed to a quiet seaside town to write the books and articles for which university left him.

But Dr Fletcher's departure was an intellectual desert. In his time he earned the reputation of professor of sociology in British universities. His work on the nineteenth century founding fathers of social science was received as useful scholarship. He contributed as much as any of his colleagues in sociology to the development of the new subject of sociology.

Something of this spirit took him to the first chair of sociology at the new University of York in the early 1960s, but it was there that Dr Fletcher's disillusion with 'Higher Education' began.

The successful modern academic needs skills of diplomacy, self-justification and public relations; these Dr Fletcher lacked. Despite great personal warmth and candour Dr Fletcher's philosophy of life—an almost rationalist humanism—did not serve him well in the new institution.

In 1968 he left York for the life of an independent writer; to become an academic, he said, in the more primitive sense of a free thinker. From his comfortable house near Southwold on the Suffolk coast he surveys the academic scene and, with a penchant for rubric and metaphor, he argues in his pamphlet and proposed new book that the academic life of education has been subverted.

Dr Fletcher's career is like a trek from the heartlands of academic life into the desert. In his writing and speech there is a sense of movement towards the clarity and absoluteness of a Platonic ideal. A philosopher he is fond of citing, and away from compromise and fudging.

His mixed reputation among the professionals has been meted by success with a wider audience, especially since the publication in 1962



of his best selling Penguin Family and Marriage in Britain.

A former colleague at the London School of Economics said his influence was probably greatest on people in adult education, welfare and departments of social administration as the editor of a *Nelson* anthology series.

Dr Fletcher went to the LSE to write a thesis on the concept of individualism in the philosophy of British University and non-university. He was a conscientious objector. His Christian beliefs later gave way to an open-minded humanism blended with a sociological interest in the moral basis of society stimulated by figures like Auguste Comte, John Stuart Mill, Western Marxism, and G. H. Mead.

No one had been more convinced that academics in the social sciences today were only dwarfs in the shoulders of giants, a former pupil quoted. A series of events at York which he still wishes to reveal made him dubious about modern sociologists.

"With Robbins we were all zen-

nus for the long-awaited expansion of numbers and we grew the development of the new universities with optimism. But something went wrong with the expansion of sociology as a new subject crashing into the entrenched social sciences.

"Demand for new staff increased, at an exponential rate, but the actual supply of trained sociologists was small. Initially this meant an expansion of opportunities for people not trained in the subject. The ensuing 'professional specialisation' and fragmentation brought new schools, absence of intellectual discipline and whole new generations of students not having studied sociology as a science but just as bits and pieces.

"My position is paradoxical. I spent many years defending and still do defend the subject against the outsiders who denigrate it. It can have intellectual excellence; but this caricature sociologist also exists."

Dr Fletcher's revision of sociology seemed to many to ring more and more old-fashioned, notably to "the boy scouts of the revolutionary cam-

pus battlefield" as he called sceptical critics in one of his books. A former student of his called his humanistic rationalism "endearing, but not fitting the facts of society."

Another former student said his philosophical-apocryptic stance earned him the title of "the most hated man in the university". Dr Fletcher's revision of sociology seemed to many to ring more and more old-fashioned, notably to "the boy scouts of the revolutionary cam-

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hope now to reach people through writing."

The "context" was York and the full story of the events leading to his resignation in 1968 would need a "year long inquiry", he said. The elements of the situation were lack of definition of responsibilities between departments, his government of the university and the personality of Dr Fletcher.

"I found the actual organization of social sciences at York different from what I expected: not the separate subject heads of studies in politics, economics and sociology but, for all practical purposes, one faculty dominated by economics. Genuine fears that sociology was being hamstrung, political ineptitude on Dr Fletcher's part, the failure of his style of leadership through open discussion, all made a situation where resignation became inevitable.

Before he finally decided to resign Dr Fletcher worked out the costs and likely difficulties of the independent life—getting rid of mortgage commitments, securing a steady income by lecturing into reviewing and journalism.

The life style of a man who has lost touch with the academic life, continuing to examine externally for universities and for various colleges of education. This year he will lecture at the LSE as Gresham Fellow.

Citing Emerson, he says that the writer is held in the life of the Suffolk countryside where books and programmes on local history and anthropology, as well as following his wider intellectual concerns, is a resolution of a deeply felt need to stimulate the exchange of ideas.

If there is a bitterness in his writing about higher education, and it is very faint, it is not a man to hold rancour—it is perhaps because he realizes that the quality needed for academic success are not encompassed by his moral values.

David Walker

OU tests teaching by phone

The Open University has set up a steering group to investigate telephone teaching following its pilot scheme in the first two years.

The group, which is chaired by Professor John Sparkes, of the faculty of technology, indicates the weight now being given by the Open University to the possibilities of the telephone.

The successes and weaknesses of the pilot scheme, called the North London Telecommunications Project, were recently outlined in a report, *Turning by Telephone*, a case study in the Open University, produced by a communication studies group at University College London which is part of a research project sponsored by the Post Office Corporation.

The project used two telephone systems: one linking eight subscribers through their own telephone lines for tutorials, and the other a loud speaking telephone linking groups of students with remote tutors.

The report is based on the comments of students and tutors involved. It finds that the telephone system was the more successful. Out of 15 students and four tutors, 17 were willing to use the system again. Three main advantages outlined were time and money saved in travelling, convenience of working from one's own home, and greater chance to contribute to discussion.

Tutorials were held in subjects from the social science, education, arts and science faculties. Each series of calls developed its own pattern: whether informal discussion or more formal lecture and discussion.

Most students felt the anonymity of the system made joining in discussion easier, but one or two would have preferred to see their listeners.

There were also conflicting views on the convenience of the system. Eight of those interviewed said they could sit comfortably with their books at hand and so were able to concentrate better than in ordinary tutorials. Five students found the home setting inconvenient as they had to cope with disruption of family, television or piano.

Students found after one or two meetings that they were able to identify speakers' names from conversation which was channelled through the tutor which also helped identification. The disadvantage of this, however, was that conversation between students was limited, and two students rarely spoke consecutively without prompting from the tutor.

The chief disadvantage, which applied to both systems, was the lack of social contact. The second disadvantage was the poor technical quality particularly with the loud speaking telephone.

In general, the loudspeaking system was less successful and most of its users were not very enthusiastic, the report says.

The telephone tutorials took place in study centres (four in London) and the counsellor in charge of the group would telephone the tutor at a pre-arranged time. He would then either facilitate discussion or give a short lecture followed by discussion.

Several students found the atmosphere uncomfortable and embarrassing, although this was often only in the first few sessions. One to one discussion took place among students: it was mostly one to one question and answer with the tutor. Tutors were often unaware of students' reactions, and silence was frequent.

The report makes detailed recommendations for improvements. Greater coordination was needed between students and tutors on the subject being discussed. Tutors said they needed more information about students beforehand and that was important to have a constant link.

Aids exhibitors complain of inflation effects

Cutbacks in expenditure combined with inflation are decimating the purchasing power of the higher education sector according to exhibitors at the 'AV in Work' exhibition held earlier this month in Brighton.

The exhibition was sponsored by Audio Visual, a monthly journal published by the MacLaren group of companies, and was held for the first time last year. All equipment and materials were displayed in operation, giving visitors an opportunity to assess the many ways in which audio-visual aids—both hardware and software—can be put to work.

Although the number of visitors from universities, colleges and polytechnics was smaller than last year, exhibitors felt the quality of enquiries was higher.

On the whole more genuine interest and knowledge of our equipment was shown, and therefore I feel that in spite of lack of funds quite a few 'discriminating' orders will be forthcoming", one spokesman said.

A spokesman for Bell and Howell A-V Ltd said that some institutions of higher education have not yet made any cutbacks, but money could be saved by a change over from slides in filmstrip which is much cheaper.

A central feature of their stand was a demonstration of self-contained projection units for sound and video. The recently launched Filmstrip 35 is a communications and training aid intended for small audiences or individual use. It is available in two versions, but Model 756B has the additional feature of stopping automatically at predetermined points in the programme. This enables a student to answer a question or perform a manual task, then resume sound synchronized presentation by pressing a button or pedal.

Other new items being displayed included a Super 8 sound camera, a heavy duty audio cassette recorder expressly designed for training applications, a portable colour television camera with battery-operated video recorder and an inexpensive 16mm sound projector with automatic threading.

International Tutor Machines Ltd

(ITM) who sell 80 per cent of their equipment to educational institutions, said that cutbacks in expenditure on equipment were imminent, but were more likely to affect the sale of items such as lecture projectors which are widely used in universities and polytechnics.

Their stand gave visitors a chance to assess the individual value of the overhead projector, episcopes, filmstrip slide projector and the 16 mm projector. The Micron 19 series, for example, offers four 16 mm installation projectors with Xenon arc light sources which are ideal for use in conference halls and lecture theatres. Also on show was a new discslide said to represent a breakthrough in the technology of communications. It combines an overhead projector with a simple slide projection system.

A spokesman for Philips Electrical Ltd, whose major exhibits were video cassette recorders, said that sales had definitely dropped because inflation had reduced universities and polytechnics in buying two or three times instead of a dozen. He claimed that only expensive cuts in 1975 have prevented a considerable increase in the use of video in higher education.

Philips were showing two models of their video cassette recorder (VCR), the N1500 with built-in tuner for off-air recording and the N1520 with twin audio tracks and electronic edit facilities, together with the LDI 8300 monochrome camera and 526 colour receiver.

In addition two new educational products were being displayed: the LCI 2031 PTP machine that can be adapted to project a picture on a conventional screen and the LCI 1905 two to one cassette copier. This will produce up to three cassette copies from one master and can be extended by adding slave units, each capable of producing four additional copies.

However, on the Rank Audio Visual Ltd stand, a spokesman said that he had had a continuous stream of universities, polytechnics and colleges buyers.

Of particular interest in the



Bell and Howell's Filmstrip 35 in operation. The programme has stopped automatically to give the user time to make the adjustments shown on the daylight screen. To continue he presses the remote control switch plugged into the unit. In noisy environments headphones can be used instead of the unit's built-in loudspeaker.

AKAI range is the first portable VTR system with automatic editing facilities. The VT 120 is supplied together with the V115 camera. Using the automatic edit, it is possible to get a very clean restart by rewinding the tape a short distance with the machine set to "pause" and then continuing recording. The upper roll forward to the point where you stopped and continues recording at the correct speed to give you a clean edit.

Enrographics Ltd were showing their recently produced portable desk top lettering machine, which operates without the use of solutions, chemicals or special lighting. Unskilled staff can use it to prepare lettering for visual aids, engineering drawings, or artwork for slides and printing.

Zoom Television Ltd was demonstrating a new monochrome mobile unit. It is a two-camera unit expandable in four cameras mastering on a one inch Ampex VTRs with full edit facilities.

Patricia Santinelli

The changed face of campus unrest

Student unrest is often blamed for the disenchantment with which education seems to be widely regarded. This view misses the changed nature of campus disputes. I suggest that it is a symptom rather than a cause of the current low standing of education.

During the 1960's the main student criticism was directed at the nature of the education system, its paternalism, its course structures, its lack of student involvement or its business complexion.

The scenario has now changed. The atmosphere of outemotive expansion has been replaced by cutbacks. Lord Crowther-Hughes has stated that the Government is in a state of greater emphasis on manpower planning by which the number of qualified entrants is calculated, and the structure of the education system determined. This represents one historic strand in the development of the educational system: the other, the pressure from the labour movement to open up educational opportunities for the overall development of working people.

The economic situation and public expenditure cutbacks have led to a more critical approach by Government to measure the success of the education system in relation to industrial needs. Student response has reflected this change and economic issues have taken a higher priority. All the current disputes are a response to rent strikes which have taken place because of the acknowledged inadequacy of student grants, or to specific measures of educational cutback in particular colleges.

Students are, of course, not alone in responding in militant style to these changes. University lecturers are prepared to take militant action in further their own disputes. Non-academic staff have been involved in a range of disputes concerning the conditions of pay. London teachers last year went to the extent of sending some children home.

But the outbreak of these kinds of uncoordinated actions take place in bleak. As the educational race becomes relatively (and possibly) more competitive, all sides are



by Charles Clarke

first. An indication of this was given at the National Union of Teachers' conference when the choice between priority over money going to salaries or to facilities split the union down the middle.

The choices are endless—nursery or higher grants or loans, universities or polytechnics, study or research.

For education the consequences of such conflicts are disastrous. The upsurge for education as a whole will go by the board, while the cases for specific colleges are argued with increasing vigour. As a result, the most important argument—that governments should give an overall higher priority to education and the social service—will fail, and education will suffer.

So we will all be affected, but for the student movement the position will be even worse. First, we do not have the political weight that other educational sectors have—either by virtue of their eminence in society or by their industrial strength. Secondly, we ourselves represent a cross-section of educational sectors which may be fighting between themselves. Thirdly, some of our activities have not endeared us to wide sections of pub-

lic fault or not. Though we have attempted to take our arguments away from narrow self-interest (for example, the main grants case has been for the abolition of local authority discretion to open up educational opportunity to those who do not now have it, there can be little doubt that we have failed. The same is true of each of the other sectors.

Education is too important to be surrounded meekly. We must assert that it is, for example, substantially more important than defence expenditure. That means political and social arguments for extending educational opportunity must be made, and political strength developed to achieve it. All concerned with education—and its progress—must come together to work towards this end.

Even if this is done there will be conflicts of interest. Students oppose present forms of control of education because the results—the courses actually provided—are seen as both against the interests of society and unhelpful to students.

The intertwining of colleges and industrial interests—or even military interests—as Zolt Faldorians showed in *The THREE* the other week—is too close. We will fight university authorities which invest in South African industry. We will oppose rigid examination methods and we will argue for students to have full rights of representation.

So campus disputes are the consequences of inadequate educational finance. The response of viceroys, such as Charles Corcoran and Jack Butterworth, should be to identify the real enemy, which is Government expenditure cutbacks, and shoot off their guns at that rather than introducing police to the campuses, acquiring more draconian legal sanctions and getting rid of victimized students.

The National Union of Students will continue to learn from its mistakes. But the greatest error that education as a whole could make is to divert itself with self-indulgent, philosophical controversies, while permitting great mistakes to be made for the future of education to be cut.

The author is president elect of the

How the grant increases will affect students

The following are details of changes in rates of grants for students announced by the Secretary of State for Education and Science on May 20. The rates will be effective from September 1 and apply to students taking first degree and comparable courses, courses of initial teacher training, and courses leading to the Diploma of Higher Education and the Higher National Diploma.

MAIN RATES OF GRANT		1974/75	1975/76
Hall/bedrooms: London	£65	£70	
Elsewhere	£45	£50	
Parental income	£45	£50	
Married women in marital home	£45	£50	
Students in England and Wales receiving board and lodging (formerly residential colleges of education)	£20	£25	
Attendance for study abroad	£65	£70	
Additional allowance for study abroad in high-cost countries	£10	£10	

The special rate of grant for the married women student living with her husband in their own home has been abolished. In future a married woman student will receive the same rate of grant as a married man or a single man or woman—that is, the appropriate hall/lodging rate, or the "at home" rate if living in the parental home.

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MATURE STUDENTS' GRANT		1974/75	1975/76
Age at beginning of course	£25	£30	
30 or over	£25	£30	
30 or over	£25	£30	

At present to qualify for this grant the student's earnings for three out of the last six years have to reach a specified level. In future employment during the previous six years, it will be sufficient for the earnings in any one of those years to reach the required level.

Special equipment grant: The maximum payable has been increased from £25 to £30. In future mature students will be able to claim the grant. Other eligible students are those attending courses in medicine; veterinary science or medicine; ophthalmic optics; architecture; landscape architecture; town and country planning; art and design; physical education; and domestic science.

Two rooms grant: 1974/75 £120 p.w. 1975/76 £130 p.w. 1974/75 £120 p.w. 1975/76 £130 p.w. 1974/75 £120 p.w. 1975/76 £130 p.w. 1974/75 £120 p.w. 1975/76 £130 p.w.

'Most disciplines are relatively young'

Discipline is an elusive concept. In this sense, it is quite clear what it is or is not a discipline: a true discipline will have proper departments, chairs, journals and professional associations. However, the criteria often used to define a discipline—unique content, concepts, methodology—are by no means easy to apply across the board. Literature and mathematics provide long-standing problems in this respect, as do newer areas like politics or transformed areas like geography.

Furthermore, the closer one examines any discipline, the less monolithic does it appear and the more does it seem to subdivide into fields, areas of application, school, faction and so on.

This uncertainty or relativism about disciplines is reinforced by an historical perspective. It would be more accurate to see them in terms of a dynamic evolution of knowledge; a continuing pattern of changes both within and across disciplines which has been going on for years, even centuries. It is the institutional structures, the departments and faculties rather than the disciplines, which give the impression of immutability and timelessness.

Does this mean that interdisciplinary is simply a convenient (or misleading) umbrella term for current changes in knowledge; changes which can only be accounted for in terms of the particular circumstances of the discipline involved? If this were the case it is unlikely that the term would have come to be used so widely and in relation to so many different kinds of changes.

The truth probably lies in between the two positions: there is no single, unified phenomenon of interdisciplinary, but neither do "local" explanations entirely suffice. Here, I would like to mention three aspects which have more significance and have been

The first two ideas underlie most of the arguments in the recent book on the subject by the Organisation for Economic Co-operation and Development (*Interdisciplinarity*, Paris, 1972). To begin with there is an emphasis on, or aspiration towards, the unity of the sciences, in terms of fundamental structures and procedures. A similar point is discussed in relation to the 'human sciences' by Jean Piaget in another book *Main Trends in Interdisciplinary Research*. There are many problems with such arguments, not least in relation to the human sciences, but they do lead to a concern for structures or models which are not confined to a single discipline.

The second general argument used in the OECD book is technological in the sense that it stresses the application of knowledge, and the need to draw on a number of disciplines in tackling social and technological problems. Thus rural development in Indian villages will demand contributions not simply from the agricultural expert, but also from the economist and ecologist. This argument is used in relation to health care, urban planning, the environment and business studies as well.

The third impetus towards interdisciplinary work comes from the desire to see things as a whole or at least in relation to each other. Thus some degree of cross-fertilization of the context of the discipline; this may mean the social context, or in other cases, cognate disciplines. Engineers and lawyers are increasingly aware of the context of their work, if not to judge by current changes in these professional or vocational contexts.

No doubt there are other factors which have helped to make interdisciplinary work increasingly popular (the recent guide for interdisciplinary courses lists over 150 in all). There are the criticisms of specialization per se; that it produces tunnel vision and a lack of

the old arguments about training the mind through specialized work is a myth.

Equally, and more tangibly, there has been a sharp drop in the demand for places in some specialised degrees, particularly in pure science and modern and classical languages. Interdisciplinary degrees were partly a kind of mutual insurance which overcame such vagaries in demand. There has also been a general uncertainty about, and loosening of structures in, society at large and this may have loosened the structures of organized knowledge.

At their worst, interdisciplinary courses may be incoherent, rambling or shallow, and not at all integrated. However, this very process of having to design a new course from scratch

should guard against this: it is likely, too, that lecturers involved in interdisciplinary work are much better informed about what those teaching conventional disciplines. It also comes back to the time factor: if interdisciplinary development can be viewed in an overall evolutionary perspective, it follows that they will not come about or succeed overnight. Five or 10 years may be necessary for a new course to really take shape and substance.

Geoffrey Squires

Dr Geoffrey Squires is a member of the Group for Research and Innovation in Higher Education, set up by the Nuffield Foundation.

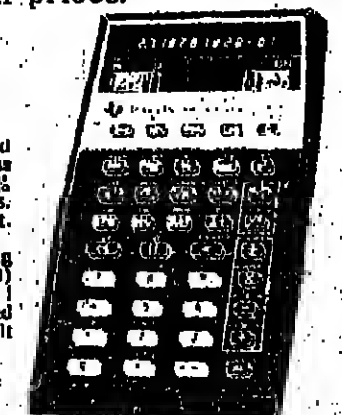
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Angela Stent visits the experimental campus of Hampshire College

'Iconoclasm in a rural idyll'

The current economic climate in the United States would hardly seem auspicious for the success of a small, new, experimental liberal arts college dedicated to education in rural areas. Yet Hampshire College is defying the national trend and flourishing while other colleges are cutting back.

Opened in 1970, Hampshire graduated its first class last year and recently received full accreditation; and although conservatives give it a mixed verdict, it has maintained its commitment to an unstructured, radical form of education, where students can even select their peers to examine them.

Hampshire College is the outgrowth of "the New College Plan," a concept proposed in 1958 by a joint faculty committee representing neighbouring Amherst College, Mount Holyoke, Smith and the University of Massachusetts.

The main idea behind the plan was to create a fifth college in the Connecticut River valley and to operate this institution primarily on the income from student charges. In 1965, an Amherst alumna gift of \$6m made this plan a reality.

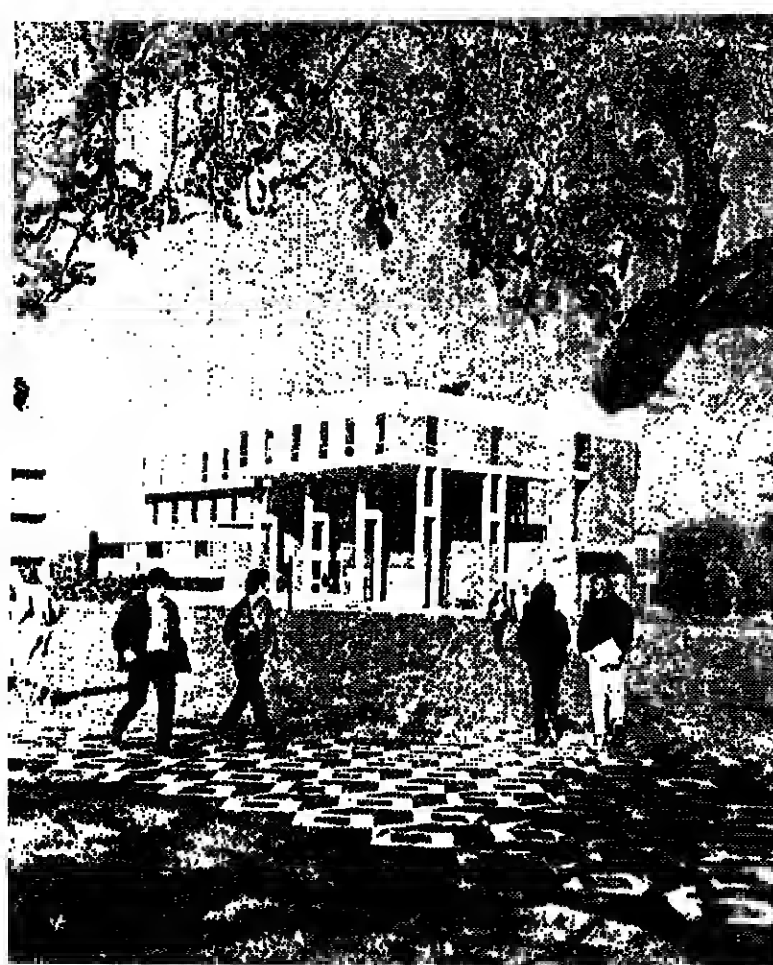
Hampshire officials claim that they only accept applicants who display strong powers of self-discipline and unusually independent motivation. Half of the college's 1,320 students are female, about half are from private high schools, and most students come from the eastern seaboard.

There are no academic departments or faculties but instead four schools: humanities and arts, language and communication, social science and natural science. There are no grades, no class attendance requirements, few examinations and no regulations for the duration of a BA which can take anything from three to six years.

The only formal requirement is that students must pass through three "divisions" in order to qualify for the BA. Division I, basic studies, is designed to introduce students to independent studies and enables them to take whatever courses they choose, providing they pass four examinations—one in each of the schools—before they advance. Students design their own examinations and in fact can have other students as their examiners.

At the next level, division II, students develop a concentration in one field, for which they must pass one examination. And in advanced studies, students complete an independent study project which often involves field work and is designed to incorporate some service to the community.

The Hampshire curriculum bleeds its iconoclasm with the idyllic rural atmosphere of the elegant 550-acre campus. The school of arts and the humanities anticipate in the course catalogue that "there is something like a



Hampshire: "where almost anything goes."

Chapman's Revolution going on here—knowledge is treated as a perspective on the whole phenomenon of man." Course offerings range from "Anxiety and other constraints against sanity in group life" to "A revolutionary sequence of three elementary physics courses" and a mathematics course for students wishing to formalize a commitment to mathematical activity.

However, Hampshire's most prized school is that of language and communication. There is little language teaching per se—only French and Spanish—but the school "is an experience which brings together the disciplines that study the focus and nature of symbolic activity."

Courses in the school include mass television production and an verbal and non-verbal dimension of communication, and if students learn for more traditional learning, they are encouraged to take courses at any of the four other colleges within a seven-mile radius.

American graduates and professional schools rely heavily on grades and test scores in their admissions process. They also rely on conventional examinations, and Hampshire students appear to be at a disadvantage in post-graduate study.

Since the first class graduated last summer, it is too early to say how the graduates are faring. Of the 46 students (out of a total of 139) in the 1974 class who applied to graduate and professional schools, 38 were accepted.

Hampshire's faculty are more venerable than at other colleges because of the special system of

evaluation. There is no system of tenure, but the professors are awarded full-time seven-year renewable contracts. Undergraduates write evaluations of each of their professors and play an important part in determining which teachers have their contracts renewed. Some faculty are disenchanted. One member, frustrated at having to be available to students at all times, complained that "too many of these students were born with a silver spoon in their mouths. They expect adults to be at their beck and call."

This points to a larger problem which Hampshire has been facing over the past two years—the charge that it is too "elitist." In effect, the college because of its prohibitively high fees (\$3,623 for tuition plus \$1,500 for room and board).

Although the college had initially intended to increase its scholarship fund, the current financial pinch has affected it particularly hard, because it has a small endowment and no alumni.

While Hampshire struggles to survive the economic crisis, some education experts charge that its innovative approach has not yet evolved a viable educational system. Others claim that it has already lost some of its initial élan, and is becoming too traditional.

The drop-out rate runs to around 35 per cent, although there are many transfers, and some dropouts return; and many students admit that if the other four colleges were not there, Hampshire would have a difficult time surviving.

Think-tank goes part-time in survival struggle

Mr Malcolm Moos has resigned as president of the Center for the Study of Democratic Institutions and Mr Robert Hutchins has again assumed the post in a reorganization aimed at coping with the centre's financial problems (THIS, April 25).

The centre, established 16 years ago as a community of full-time resident scholars, has been divided into two projects for part-time, non-resident academics. They will be located at Santa Barbara, California, and Chicago.

Mr Hutchins, 76, will guide the Santa Barbara group, while Mr Ralph Tyler, an educational consultant who has been named vice-president, will direct the new Chicago group.

The Center Magazine, Center Report and other publications, as well as the organization's membership operations, will remain in Santa Barbara.

"We plan to experiment for at least two years with largely part-time scholars instead of full-time scholars in residence," said Mr Hutchins.

Although the centre will have no formal affiliation with the University of Chicago, "at first most of the part-time scholars will be from there," he said.

Mr Hutchins was president of the University of Chicago from 1929 to 1945.

According to Mr Hutchins, both groups will use the method of scholarly exploration established at the Santa Barbara centre. "We will deal with the same subjects in the same way through participating in dialogue and publication," he said.

The centre has long held several dialogue meetings each week during which resident scholars and visiting fellows discuss a specified topic. The discussions are published in the Center Magazine.

The change to a part-time arrangement eliminated a resident scholars' programme reported to be costing the centre more than \$1m a year.

The only fellow asked to remain in Santa Barbara was Alex Comfort,

who had committed 20 per cent of the income from his best-seller, *The Joy of Sex*, to the centre.

However, Mr Comfort opposes the reorganization and has demanded that the centre return to him the \$93,000 in royalties it has already received.

Mr Comfort said he would sue if the money was not returned. Mr Moos, president of the University of Minnesota until his appointment in June, 1974, continued last month that the centre had \$600



Alex Comfort: no joy at Santa Barbara.

losing about \$85,000 a month in spite of staff and budget cuts.

The deficit for the six months ending last December 31 was reported to be more than \$500,000.

Among the senior fellows released as a result of the change were Elizabeth Mann Borgese, author-daughter of Thomas Mann and a specialist in international relations; Harvey Wheeler, a political scientist and co-author of the novel, *Fatherland*; Lord Ritchie-Calder, Rexford Guy Tugwell, or economist who was a member of President Franklin D. Roosevelt's "brain trust"; and John Wilkinson, a physicist, mathematician and philosopher—*Chronicle of Higher Education*.

Science PhDs face bleak job outlook by 1983

from Frances Hill

NEW YORK

There will be a surplus of scientists and engineers with PhD degrees by 1985, according to a report from the National Science Foundation. Between 375,000 and 400,000 scientists and engineers doctorates will be conferred on about 295,000 jobs in science and engineering fields.

Due to decreases in student enrolment in science and engineering courses in universities—a result of the falling birth rate, and a projected swing away from science as a career choice—fewer scientists and engineers will be employed in institutions of higher education by 1985, says the report.

About one third of the science and engineering doctorate labour force will be employed in non-academic research and development. Possibly over one-fifth of the labour force may not be engaged in any science or engineering activity in 1985, as compared with less than one-tenth in 1972.

The results of these projections are an additional manifestation of the anticipated condition of the

future labour market for all college graduates in the next decade, the report says.

It has been projected that over 15 million college graduates will be entering the labour force in the seventies, with 6,800,000 leaving it. For the same period, it is projected that economic growth will generate fewer than 5,500,000 professional jobs, and replacements in these occupations will require only 6,400,000 graduates.

This leaves three million more college graduates entering other employment, many of them in non-professional activities or in positions similar to those filled by non-graduates in the past.

The most drastic shift from the academic employment of science doctorates by 1985 will be in the physical sciences and engineering, the report says.

There will be no increase in academic employment for doctorates in the life sciences. But the projected job openings for science doctorates outside institutions of higher education and in fields other than science and engineering will be highest for doctorates in the social sciences and lowest for those in the life sciences.

Museums' college connexion

Nine per cent of the 1,800 museums in the country are governed by a college or university, according to a survey conducted for the National Endowment for the Arts and the National Council of the Arts.

Another 30 per cent of the museums offer joint programmes with colleges and universities, usually in the form of "non-credit work experience" or research at the undergraduate level.

Of the 39 per cent that have some form of affiliation with colleges and universities, 45 per cent offered credit courses in the museum, and

47 per cent offered work experience for credit.

The survey also found that 33 per cent of the 1,800 museums considered research to be a "primary" or a "major" activity.

Other findings included: Since 1965, 36 per cent of the museums have been forced to reduce facilities, services, or staffs because of economic difficulties.

Almost two-thirds of the income of museums came from private sources. Women in senior positions in the museums earned only \$6,900 a year on average, compared to \$12,000 a year for men.

France

Universities get set to take in sports stars

from George Morgan

NICE

A Bill advocating changes in physical education and sport in French schools and universities is to be presented to Parliament before the summer recess by M Pierre Mazeaud, Minister for Youth and Sport.

Among the measures covered by the proposed legislation are plans for a two-year university course in physical education and sport leading up to the DEUG, the Diplôme d'Etudes Universitaires Générales. The course will be offered from October this year by selected universities throughout the country.

Over the two-year period, the diploma will involve at least 1,200 teaching hours of which one-third will be devoted to physical activities and sport. Modern languages will also be a compulsory feature of the course.

The diploma will in future be the basic entrance requirement at the Regional Institutes for Physical Education and Sport which train physical education instructors for France's secondary schools.

A key purpose of M Mazeaud's Bill is to encourage more young French people to do more sport and to help improve France's poor record in international sporting events.

At present, French education, and the universities in particular, are notorious for their almost total disregard for physical activities. The problem, in part at least, is financial and organizational. In the absence of student organizations comparable with British student unions, the onus for providing recreational facilities lies almost entirely with the Ministry for Youth and Sport. The ministry's expenditure, however, is small—only 1 per cent of the national budget.

To Paris, each of the city's 13 universities receives an average of \$15,000 a year for sport. As a result, staff and facilities are in chronically short supply.

Between them, France's 73 universities employ only 400 physical education instructors to cater for the needs of 750,000 students.

Few universities have their own sports grounds. In Paris only one cap-bearer sports facilities on the campus. Students from other establishments have to travel to far-flung stadiums in the suburbs.

Recently built unités d'enseignement et de recherche have all been equipped with sports facilities, although frequently they are no more than a swimming pool, a gym-



Rare athletic glory for France: Collette Besson beats Lilliao Board in the Olympic 400m final in Mexico in 1968.

nasium or a few tennis courts. New developments have been limited in size and scope by the government's decision to halve its capital grant leaving the local authority to finance the rest of the operation.

M Mazeaud also hopes to boost France's international sports record by encouraging top-flight athletes to combine their sport with study in higher education.

He has said he wishes to model the French university system as closely as possible on the American pattern while avoiding the problem of the professional athlete masquerading as a student.

At the Clichy University Hospital Centre in Paris steps have already been taken in this direction. A sports and studies department has been set up in which athletes are encouraged to combine both activities. Teaching programmes as well as lecture and examination timetables have been drawn up to allow students every facility for training and competition.

No change for baccalaureat

The Haby reform is to go ahead after all, though in modified form. Rumours that President Giscard d'Estaing might insist on the abandonment of the plans to reshape the schools because of nationwide criticisms were killed last week

after an inter-ministerial meeting approved a draft Bill prepared by M René Haby, Education Minister.

The Bill, which less than a year ago originally foreseen will be submitted to Parliament before the summer recess. If passed, the reforms are expected to come into force in 1977.

Surprisingly, the Bill omits all mention of changes in the role of the baccalaureat, which at present guarantees a place at university to its holders.

In his original plans M Haby had suggested grading the baccalaureat for university entry purposes.

Another omission is any reference to teacher training, which also featured large, previously. Philosophy to remain one of the major options in the upper lycée classes. Plans to begin compulsory schooling at five instead of six have apparently been shelved.

Canada

Ontario denies 'fee rise' ads

from Israel Chinnman

OTTAWA

A prominent advertisement which appeared recently in three Toronto newspapers charging Ontario's premier William Davis with danting the province's children the opportunity for university education, met with an offer of a written promise not to increase tuition fees for the coming academic year from the premier and drew sharp and angry criticism from James Auld, Ontario's Minister of Colleges and Universities.

Titled "Bill Davis doesn't want your child to go to university," the advertisement, placed in the *Globe and Mail*, the *Toronto Star* and the *Toronto Sun*, by the University of Toronto Students' Administrative Council (SAC), accused Mr Davis and his government of planning a massive increase in tuition fees "to

en arts student and \$2,500 for an engineering student per year."

It also said that the Ontario Student Assistance Programme would be converted to the "Ontario Student Debt Programme" through guidelines which would change the present loan-grant scheme to an all-loan programme resulting in a \$6,000 to \$25,000 loan (based on 91 per cent interest rates) which the student would have to repay after graduation.

Following the appearance of the advertisement, Mr Auld said the campaign showed a "flagrant disregard for the truth," since his department had frozen tuition fees for three years, and no tuition fee increases were contemplated for the 1975-76 academic year.

The part of the advertisement charging the government with forcing students into heavy debt after graduation was also totally untrue.

Republic of Ireland

Women show scant career motivation

from Peppy Barlow

DUBLIN

A very low interest in careers among women university students is revealed in reports from the two Dublin universities.

A survey of undergraduates in Trinity College, which encompassed all faculties except medicine and law, shows that while over 50 per cent of both men and women students express interest in a career, their own motivation is low.

Women during the course—so that overall 75 per cent of all the men students view their course as mainly career oriented while only 43 per cent of the women see their studies in this way.

This factor is not directly dealt with in the University College Dublin survey, which was carried out among over 1,200 of the 1974 college graduates by the Careers Office. But it does show that women students predominate in the arts faculty, which carries the lowest employment opportunities. Only 10 per cent of arts graduates went directly into a job on graduation.

Nearly 70 per cent of the sample of women graduates had an arts degree and over 60 per cent of these went into teaching. In contrast, only 28 per cent of the male graduates were in arts—a figure which would be significantly lower if the survey had included the professional faculties of medicine, law, dentistry, veterinary medicine and architecture.

The UCD report also notes that of the 658 male graduates who answered their survey, some 48.5 per cent entered into direct employment while the corresponding figure for 392 women graduates was only 18.1 per cent.

These figures are particularly disturbing in view of the fact that the UCD report suggests that lack of career motivation goes with a general failure to make the most of university experience.

"We are still very concerned," the report states, "that many students drift through their studies without any real thought or preparation for future work. Their participation in university life is small, their experience through vocational work is limited and overall their visions are restricted."

Overall, the UCD report indicates very little change in graduate employment. There was a very slight increase over 1973 in the proportion of university employment by the end of 1974 but it is small, this is matched by a decrease in the proportion taking the Higher Diploma in Education which had a restricted intake of 500 in 1974.

Some 81.1 per cent of the 1974 graduates indicated that they would be employed, which is not significantly different to last year.

Professor Low, who will be the university's sixth vice-chancellor, succeeds Dr R. M. Williams who returned to New Zealand in January to become chairman of the State Services Commission. Professor Low's appointment is for five years.

West Germany

Staff give cold shoulder to vocational colleges

by Günther Kloss

Teaching in West Germany's vocational schools appears to be the country's least popular kind of teaching career.

The shortage of teachers in this branch is chronic. In 1973 some 48,000 full-time and 81,500 part-time staff had to teach 2,300,000 pupils. The teacher/pupil ratio improved only minimally between 1970 and 1973, from 35 to nine to one, only a slight improvement over the 1960 ratio of 43 to one.

When the Federation-Sines Commission for Educational Planning recently reviewed the development of the German education system between 1970 and 1973 it found that the pupil/teacher ratio in the part-time vocational schools, which in 1973 were attended by 1,620,000 pupils or 49 per cent of the 15 to 19 year age group, had actually deteriorated since 1970.

The commission's recommendation to the Land governments is to initiate some rapid action to reverse this trend. It suggests, for example, that career advisers might explain to pupils the special need for teachers in this branch of the profession, which suffers the three main types of vocational school.

These are the part-time vocational schools (Berufshilfen), which are attended compulsorily by a boy or girl whose parents are unable to provide him with a vocational training in the ratio of one to two to one; theory of education; a main subject which may be one of 13 disciplines of the vocational education sector (ranging from electric engineering to textile technology, design, public administration, domestic science, agriculture) or a subject not directly related to a profession; and a subsidiary subject which may belong to either category.

Teachers either pass a first state examination or obtain a Diplom university degree. As is customary in Germany, a second phase of more practical teacher training follows, which is concluded by a second state examination.

A recent survey indicates that the number of students following courses which will qualify them for posts in vocational schools is now rising dramatically. In the winter of 1974/75 there were over 19,000 such students at universities and comprehensive schools, compared to only 10,000 in 1972/73. Formerly these students would have trained specifically for one of the three basic types of vocational school.

Now, following the October, 1973, agreement between the Ministers of Education of the Länder on the training, examinations and specific qualifications needed for teaching in the vocational school system, increasingly many type of teacher is trained. Curricula are made up of three elements in the ratio of one to two to one: theory of education; a main subject which may be one of 13 disciplines of the vocational education sector (ranging from electric engineering to textile technology, design, public administration, domestic science, agriculture) or a subject not directly related to a profession; and a subsidiary subject which may belong to either category.

Teachers either pass a first state examination or obtain a Diplom university degree. As is customary in Germany, a second phase of more practical teacher training follows, which is concluded by a second state examination.

Australia

New head for Canberra

The Australian National University's next vice-chancellor is to be Professor Donald Low, 47, director of the university's Research School of Pacific Studies and professor of History in the Institute of Advanced Study.

Professor Low, who will be the university's sixth vice-chancellor, succeeds Dr R. M. Williams who returned to New Zealand in January to become chairman of the State Services Commission. Professor Low's appointment is for five years.



Professor Low.

Sweden

Research expenditure 'doubled in 60s'—Unesco

by Mike Duckenfield

Public expenditure on research and development more than doubled in Sweden during the 1960s, according to a report by Unesco. This sector received 560m Skr, while government-sponsored agencies received 310m Skr and private enterprise 250m Skr.

It is not usual for the universities' research systems to differentiate between money spent on research and education, but a survey at Uppsala University carried out by the Central Statistical Board discovered that the proportion of research expenditure between the two functions differed widely according to faculty.

Research and development accounted for 13 per cent of total faculty spending, whereas it amounted to 57 per cent of that for the faculty of medicine.

Generalizing from the Uppsala findings the authors suggest that national university expenditure on research, science, law and social science, research accounted for slightly more than 50m Skr for the year 1971/72.

This compares with the 626m Skr for the same year spent on education and technical research in the

main recipients being the electrical industry, transportation and the engineering industry.

The largest share of public spending on research went to higher education. This sector received 560m Skr, while government-sponsored agencies received 310m Skr and private enterprise 250m Skr.

They estimate that national research expenditure totalled 2,835m Skr in 1971/72, or 1.1 per cent of the gross national product.

Speaking at a graduation ceremony for Black students of the University of South Africa in Pretoria, he said the feeling of discontent was largely due to the slow pace of transfer to Black control after more than a decade of "Bantu education."

Professor Jackson urged that the appointment and promotion of Black lecturers at the Black institutions should be speeded up. He advocated the establishment of special colleges for gifted African students, well-equipped and staffed with the best available lecturers.

The part of the advertisement charging the government with forcing students into heavy debt after graduation was also totally untrue.

ATTI's year of success

The past year has been remarkably successful for the Association of Teachers in Technical Institutions. It persuaded the Houghton Committee for further education teachers despite the strenuous efforts of the Department of Education and Science, polytechnic directors and others urging the hiving off of the polytechnics. After a decade of negotiation, it has secured a number of conditions of service for further education teachers with the Council of Independent Education Authorities which is generous by any standard. Membership has grown and a merger with the Association of Teachers in Colleges and Departments of Education seems to be on the verge of completion.

The year was crowned last week when the Minister for higher education addressed the ATTI conference and recommended a shift in emphasis from advanced further education in the needs of the 16-plus age group. Members of the association showed they were not transfixed by his new arguments and reacted angrily to the awkwardness of his remarks about further cuts in educational spending.

For such success the ATTI has to thank its extremely able officers and a general secretary who is an asset to the association. His energy and initiative have been a great help. The ATTI will be fortunate if he is succeeded by an able successor.

Another strand in the ATTI's success must also be the political strength of a group of Communists who have shown a real grasp of political opportunity for themselves and for the ATTI. It is to be hoped that the ATTI will be fortunate if it is succeeded by an able successor.

On the face of it, the ATTI is a surprising body to have shown such unanimity on matters of policy. Its members range from teachers of hairdressing and car maintenance to research physicists. They took to small local colleges and universities embracing polytechnics.

In spite of such diversity the ATTI has moved in recent years towards narrowing differences between the grading of levels of work and between the status of different posts. The ATTI retains the pristine conception of the polytechnic as an integral part of further education, yet through its work as a trade union, test of department and polytechnic directors have become men with £10,000 a year salaries and more. As a model of an integrated system of education, working to remove differences of reward based on nothing more than prestige, the ATTI is worth close attention.

If Lord Crowther-Hunt's "rhetorical questions" are eventually translated into Government policy, there will be a remarkable alignment of Government and ATTI aims. On day-release and better provision for young people aged between 16 and 19 years in employment, the DES has finally stated its claim with a breathtaking insouciance towards the reports by Houniker-Heaton in 1962 and by a stroke of irony—the Crowther-Hunt committee in 1959. The ATTI, along with the Department of Employment, the Manpower Services Commission and

Vico's methodology

from Dr J. L. Gorman
Sir—Andrew Belsey's interesting review of Leon Pompa's book *Vico: A Study of the "New Science"* was, although short, long enough in content on error of methodology. He remarked that the historical "what" was the best approach to the philosophical "what" but he forgot that over the historical "why" may be discovered by the examination of matters internal to the text discussed.

Although Dr Pompa does not give an "external" account of Vico's thought it by no means follows that his is a purely internal, or "historical" approach. Belsey is confusing the issue between giving

Letters to the Editor

End contract system for research

from Mr Dave Sang
Sir—Ninety-eight per cent of the scientific research in this university is financed by external grants from industry, Government and similar bodies. Almost always, these grants last for one to three years. The research personnel employed on these projects are generally hired for the length of the contract, and then dismissed.

It is time to insist that this ad hoc method of financing scientific research is not calculated to produce either good science or an assured supply of experienced researchers.

We object to the contract system because the university can employ young people at the bottom of the scale of salaries, and then throw them on the rubbish heap of the unemployed when they move up the scale. (A temporary lecturer in cancer research is the latest victim at Leeds.) This holds the axe of unemployment over the heads of research workers and creates job insecurity. Apart from the bad social effects, this makes for bad research. Just as an employee becomes expert in his field, he is given the push. This argument also applies to temporary lecturerships in future all teaching posts at Leeds are to be temporary.

We in ASTMS at Leeds believe

that the contract system should be replaced by a research establishment similar to the technician establishment. With proper union organization, research workers would enjoy an improved security similar to that of technicians. The university would then be forced to organize its research on a rational basis, applying for contracts on the basis of a known pool of skilled labour.

The present system is not conducive to the rational deployment of scientific resources, either at national or university level. It militates against a long-term, cumulative commitment of particular institutions to particular areas of study; it inhibits the development of a sensible division of labour between university departments. Increasingly, scientific work has become subordinated to the short-term requirements of industry and Government. The contract system leads to too much research of marginal scientific and social usefulness. Fundamental work is neglected, as is work of major social importance if it does not happen to lead to increased profits in private and nationalized industry.

Yours faithfully,
DAVE SANG,
Leeds University ASTMS Academic Group.

Centres of excellence

from Dr J. A. Simmonds and Dr G. Holt

Sir—Although we have come to Professor Thody's article (*THE*, April 25) somewhat late, our joy in discovering it is no way diminished. For them "professionals" considered, while not pitched on the level of some polytechnic teachers and some local education officers, would be a bar to the kind of planning Lord Crowther-Hunt envisages. Can the "whole man"—that dream of the liberal educator—have his education or training planned in this specific way? Lord Crowther-Hunt's definitive rejection of the Robbins principle is both an opportunity and a real challenge to the ATTI.

The middle ground of the ATTI seems to have the resilience to respond to the challenge and take upon itself its share. There remain major problems, however. The first will be the ATTI's position on its future of local government. Does "planning" effectively spell the end of local control of education? The ATTI has always been stronger nationally than in the activities of its branches, as witness the recent negotiations with CLEA. Further centralization could strengthen it further.

The second major problem for the officers and executive will be the Government's effort to innovate within a declining provision for education. Lord Crowther-Hunt's speech could mean that part of the polytechnics are hard hit for the sake of the lower levels of further education. It would be a great pity if it is likely, in exercising itself as an efficient trade union, and protecting the interests of some of its members, the ATTI lost the imaginative grasp of policy it has shown. To retreat into a liberal defence of education as intrinsically worthwhile—avoid. If this includes real wages, duplication and over-employment would be too negative. Last week's debate on education cuts was negative, and the opportunity remains for the ATTI to take Lord Crowther-Hunt's invitation to parry of its face value, and reap the benefits of seeing its past policy folly adopted by the Government.

As we do not possess the intellectual "arrogance" of Professor Thody, we would not dream of passing in the field of research in the way he does in the fields of physics and microbiology. We therefore cannot comment on the suitability of courses at postgraduate level being given in his subject in polytechnics. We do know, however, that this polytechnic and others have a long and distinguished history of postgraduate lectures in the physical and biological sciences; indeed, on a number of occasions we have had a pleasure of having several postgraduate students in the audience.

Finally, Professor Thody produced the thought that "a few school teachers need to be taken out and dusted". Without putting it in quite this condescending way, we have, in fact, been offering short courses for teachers in physics and biology for over five years. We believe, in short, that any institution should offer the best that it can in the way of expertise and facilities in order to be of service to the community.

Yours faithfully,
DR J. L. GORMAN,
Research Fellow in Philosophy of Education,
University of Birmingham.

Manpower planning

from Mr David Lewis

Sir—Your report last week of Lord Crowther-Hunt's comments on the need for manpower planning should be of great interest to all those concerned with vocational guidance, who presumably would be expected to effect the demand for places in higher education.

Many of us, I am sure, would feel most of the way about the suggestion—especially the one of the present state of the art of manpower planning—but if the powers that be wish to use wherever influence we may have with sixth-form students they would be well advised to present us with a coherent plan of campaign. The previous week you carried a report of the UGC Survey for 1973-74, according to which universities are to be encouraged to create new law schools, although the expansion of the present law schools is felt to be adequate for the needs of the legal profession.

It seems to be a very major difference in policy here, and while such differences exist I cannot see anyone involved in vocational guidance being very happy about putting the part Lord Crowther-Hunt seems to be writing for them.

Yours faithfully,
DAVID LEWIS,
Careers Information Officer,
Trent Hall,
Dewsbury.

Acce AUT's sleeve

from Mr W. I. Sibbald

Sir—In all the discussion generated by the latest Association of University Teachers' pay claim one feature of the university teachers' working conditions—in my opinion very relevant in these days of productivity bargaining—does not appear to have been inserted into the argument. I refer to certain similarities between the university teaching staff and those applicable to hospital consultants (at least until a few weeks ago).

Like consultants in hospitals, university teaching staff are permitted to undertake private work during the normal working day using university facilities, and like hospital consultants this privilege is extended to the personal gain of a few. The majority, however, this seemingly generous provision is meaningless as the opportunity for consultancy is either non-existent or so spasmodic as to be irrelevant.

I am certain that most university teaching staff would happily trade off this right against the improved salary (hospital precedent) which could be negotiated on the basis of National Health Service contracts. The AUT has more than one bargaining card but each can only be played once. Now seems as good a time as any to bring this particular one into play.

Yours faithfully,
W. I. SIBBALD,
47 Silverknowles Hill,

Language posts

from Professor J. Coveney

Sir—May I, a professor of modern languages in a technological university, hasten to the defence of Professor Charlton who, in his most recent letter (*THE*, May 23), brings us back to the central issue in this correspondence, namely the number of vacancies for interpreters and translators.

Although Professor Telford adds the evidence of 12 Bradford graduates in the English interpretation and translation sections of the European Communities in Brussels in order to weaken the force of the York surveys findings (*THE*, May 23), it is important to note that the rapid expansion in the English language services of the European Communities since the United Kingdom joined in January 1973 is a phase which is already beginning to come to an end, with consequent diminution of job opportunities for English interpreters and translators in the Communities. This was made clear at the recent session of the International Standing Conference of Directors of University Translators and Interpreters Institutes (CIUTI) held at Bath in which 500 academics and high-level representatives of the interpreting and end translating services of the European Communities participated.

A number of the English interpreters and translators in the European Communities are graduates from "traditional" university language departments; some of them are diplomats from the University's vocational postgraduate courses for translators and interpreters, the annual intake of which has never exceeded 15. Most of the diplomanders of this course, which began in 1966, have obtained posts in international organizations such as the United Nations and the European Communities; with two exceptions, all members of this course have been graduates from "traditional" university language courses of the type so vigorously defended by Professor Charlton.

I agree with Professor Charlton that the idea has got around that the glamour of a career as a conference interpreter is nothing more than a degree course and that this is affecting the choice of undergraduate course by school-leavers. I fear there will soon be large numbers of frustrated graduates emerging from such courses looking for non-existent jobs as interpreters, or declining to accept decent jobs as translators in commerce or industry in this country at salaries well below those obtainable in teaching.

Yours faithfully,
J. COVENEY,
Professor of Modern Languages,
University of Bath.

MESSiphit

from Dr J. B. Haggan

Sir—Protest! Because of an unfortunate typographical error at the end of my letter (inspired by Sir Toby Weaver's "munge to the cheek" commentary (*THE*, May 16) you do him (and me) an injustice. I do my letter I recognized his creativity in inventing the "Water MESS" (a makeshift educational system). I, a student of the situation in education in which we are, the ground floor find ourselves at present. But your letter adds to this recognition to a mere MESS, thereby, of course, making my letter even more obscure to anyone who had not enjoyed Sir Toby's original gloss on the OECD Report.

Yours faithfully,
J. B. HAGGAN,
Head of Educational Studies,
Christ Church College,
Canterbury.

Good buy

from Dr Norman Clark

Sir—In view of recent discussions regarding the relative endowments of certain national institutions, would the Government perhaps be prepared to sell Mr Prentice?

Yours faithfully,
NORMAN CLARK,
Department of International Economic Studies,
University of Glasgow.

Supreme authority of the Prime Minister



Should our textbooks on Government be revised? ESMOND WRIGHT discusses the Crossman Diaries

It was A. J. P. Taylor who described Richard Crossman as the Burke of our times, who "born for the University, nursed his mind, and to Party gave up what was meant for mankind". In an obituary notice on his death a year ago Peregrius Worsthorne described him as the Casanova of political ideas. My own recollection of conversations with him in the House is not of discussions of the issues of the day or of the long night sessions but of his concern with the contents of that week's *TLS*—a journal he always proudly said that he read cover to cover (usually to identify the then anonymous reviewers) or, once, his expression of the faith that he had in him to write the most important work of political theory since T. H. Green's *Principles of Political Obligation*. We know now that he did not do it, but that, had he done so, it would have been infinitely easier to read than that allusive work and, whatever its form, infinitely more a place of fascinating autobiography. Instead he has left us a superb bequest his sparkling introduction to *Diaries*, and in ensuring that his publisher, Instant, continues to exist, a Boswell as well as a Burke for the 1970s. He was always, to quote his own words, even in Cabinet, "the outside observer on the inside".

The *Diaries* can, of course, be read first at the Boswell and *Daily Mirror* level for their gossip, revelation and anecdote, for their often-savage scorn for colleagues.

At this level too, of course, are the revelations about Crossman himself: the natural pride in his own performance in the House; the equally natural gleeful pleasure in the occasional Ministerial perk; the consciously arrogant scorn for social clumsiness and high ceremonial like the State Opening of Parliament; the remarkable ability in a public man to avoid public dinners and official speeches; the almost boyish and very Tory pride in his country house and in 500 acres, and his bewilderment at Harold Wilson's petit bourgeois way of life, even in No 10, when it contrasted with his own strikingly non-Socialist style of life; and always the rationalist in him, aware that in the Labour Party the argument is rarely between alternative policies, and almost always between "practical policy and emotional protest". Unlike a number of his Socialist fellow-intellectuals, notably Hailey, Crossman had never been a Marxist. May it be his awareness of his German ancestry and knowledge of Germany that led him always to keep the doctrine firmly chained to the practitioner of politics. More and more it was power not doctrine that attracted him.

Of Wilson the *Diaries* are especially revealing, and not just of his unaffected and modest tastes; he is portrayed as a wily operator, utterly unimaginative, the sort of man of whom in a crisis it can be said his blood pressure rises to normal; and much addicted to gimmicks. The comment of July 17, 1965, is disturbingly valid a decade later:

"As for the Prime Minister, he is economically trained. God knows, but he is incapable of imposing a radical change on the country. He has not insisted on a steady, controlled, concerted campaign which would dynamite the whole machinery of Whitehall. I must add in fairness, however, that within his limits he continues to be a very resourceful Minister."

But what do the *Diaries* tell us of government rather than of personalities? Where should our textbooks now be added if not revised? First, it is clear that the country is governed much less by the Cabinet and much more by the Prime Minister than we have until now believed—the recent abdication of Cabinet solidarity on the EEC, and the willingness to hold referenda, now openly demonstrated. As Crossman describes it, Cabinets are simply meetings of heads of Departments coming together to get their own estimates or policies through, rarely to discuss general policy or strategy, and not forming a coherent policy-making body.

To make Cabinet government work as against Prime Ministerial government, Cabinet should really discuss general policy. Whereas in our case all that happens is that 23 of us come, each with his particular pressure and agenda, trying to get what we want. And we do avoid any collective discussion of general policy except perhaps on defence and foreign affairs. On the essential of the home front there doesn't seem to be any general discussion at all. (Dec 3, 1965)

To make it worse, they form different sub-groups and the Prime Minister can play off one against the other.

As for the Cabinet, Harold Wilson is keeping to the rule that we should only discuss things in Cabinet which we can't resolve in a Cabinet Committee or which the Prime Minister thinks so important that we must make our individual decisions now. In fact this is nothing decided at Cabinet unless the PM specifically wants to have it discussed. It looks to me as though this PM very much likes to keep things private with the Ministers by bilateral discussions. (Apr 18, 1966)

Not is Cabinet solidarity helped by the dominance of the Treasury, nor by the game of musical chairs played by Ministers who—irrespective of their success or failure—move on to their next post at fairly regular intervals. And as it was rarely possible for any Cabinet colleague to query in the Crossman years a similar game of musical chairs was also played by permanent officials. The aspect of movement, up, down or sideways, erodes real responsibility. Just Crossman's handling policy, so was it rarely possible for him or them to influence any aspect of foreign or domestic policy, unless the Prime Minister deliberately brought the Cabinet into discussion. And this was his choice, not theirs. If things were kept from the Cabinet, even more were they kept from the Party.

The Prime Minister is then far more than a *primus inter pares*. He wields supreme authority. He is, now he will pursue the Parliamentary Party's chosen leader. All appointments are his to make—so that, as we have recently seen on the other side of Smith Square, a change of elected leader produces overnight a polling of heads in the palace. He chairs the Cabinet, and could, for example, get through a Cabinet discussion on Crossman's Holding White Paper in exactly eight minutes. He is the prime, British equivalent of a President, the source of executive power. As such he inevitably becomes the head of the invisible as well as the visible Government, the man behind the scenes, the man who decides the fate of the country. For Conservative Prime Ministers, however, at administration then, at legislation, and usually by tacitly more Government—

official committees, paralleling every Ministry and Cabinet, came as the biggest surprise of all to Crossman. It was the "Cabinet" who made the Cabinet system a relatively loose "case". Nor was he impressed by the general competence of junior officials. He was dismayed by the Civil Service's hierarchical character, by the way Civil Servants froze not only junior officials but Parliamentary Secretaries, and by the constant sense of a prior loyalty to the Service itself and especially to the Treasury.

And then there is the influence of the Treasury. One cannot overestimate this. All the civil servants I worked with were imbued with a prior loyalty to the Treasury and felt it necessary to spy on me and report all my doings to the Treasury, whether I wanted them kept private or not. When the Treasury system is reinforced by PESC (the Public Expenditure Survey Committee) you get a staggering centralized control which is being to no way counteracted by the existence of the DEA.

Loyalty to the Treasury is greatly reinforced by the system of official committees, which neither Tommy Balogh nor I knew anything about before we got into Whitehall. Yet it is the key to the control by the Civil Service over the politicians. The Minister is not merely subject to control by his own Department seeking to make him work according to their departmental policies, there is also a network of Whitehall committees which threaten these official committees. In the Cabinet Committee the Ministers may sit down together, each with his departmental brief, and discuss policy. But then they leave it to the official committees both to prepare the briefs and to carry out the policies when they have laid them down. (August 10, 1966.)

I recall how in conversation Crossman stressed the point that a group of "humble" officials could sink the abject of Ministers by filling his in-tray with red boxes with "urgent" and lengthy papers; and that if he had not the stamina to work through them and then sit times fight those who drafted them, his influence was nil.

But his criticism went further. For Civil Servants at Ministerial and Cabinet level rewrote letters to express their ideas, not those of their elected masters.

And as this criticism goes on, just as the Cabinet Secretariat continues to rework the actual proceedings of Cabinet into the form of the Cabinet minutes (it is substitutes what we should have said if we had done so they wished for what we actually did say), so here in our department, the civil servants are always waiting, what they think I should have said and not what I actually decided (December 2, 1964).

And as Crossman discovered, Cabinet Minutes were not verbatim accounts of what was said but précis. "We never do give verbatim what people say. We précis the sense and give the substance of what they say," said Burke Tremble, Secretary to the Cabinet. "We précis the sense." And—30 years later—the basic concept of history is not that we are the political implications. He speaks of Devo Evolsyn's utilitarianism and efficiency. What he does not examine, however, is even more alarming: of what is, in effect, the alternative administration provided by the Civil Service. Whether it is best administered may well be best, but best for whom? Who really decides? Does not invisible Government inevitably mean ever-growing bureaucracy and ever-accelerating nationalization? In the Civil Service believes that it is good at administration, and it usually is, does not this in itself threaten the aver-dwindling private sector in public life? This aspect of the *Diaries*, and the brilliant analysis of the Civil Service that Crossman made on leaving the Ministry of Housing, have made some passages very sensitive areas in his book, and no doubt some names of excited civil servants have been prudently excised. But all who have walked the corridors of the House or of Whitehall (or of the Scottish Office) know how important are the Permanent Secretaries, and how non-anonymous in fact the Civil Service there has become. It is not long since the Fulton Report was written, but already there would seem much to learn from the French Civil Service, and from the quality of training provided by the *Grandes Ecoles*.

For a Socialist intellectual the *Diaries* have to be read as a confession of failure. In practice, Crossman's code of operating was hardly to distinguish from that of Harold Wilson, or for that matter from that of any Conservative administrator or any good bureaucrat. He accepts in this and the advice of the good Lord Goodwood, that the British way in government is not to invent a formula, but to "Get the right people and let them do the job". This is the Establishment method, to pick the trusts from the list of the good and the great—lists which are carefully and lovingly compiled by the Civil Service. It is not, of course, the Socialist way, and he met opposition from Socialists of stronger faith than himself. But then in the last analysis his Socialism was product of the intellect, not the heart, product of Fisher's New College and of Winchester. The call was to public service, and to the great game. Only in public service was there deep satisfaction. For Crossman, as he discovered, for Ian Macleod also, power was the goal and the drug; and politics was the ladder, the grassy pole.

He wanted to be more than the brilliant psych-warrior of World War II, or the great teacher—both of which he was—more than a Burke or Boswell, to which he had no more claim. His real dream was to be that philosopher king about whom, back in 1938, he had written his first book, *Plato Today*, and in which the most interesting chapter is the account of the abortive efforts of a favourite pupil of Plato's to apply his master's teachings to the political affairs of Syracuse. He gave up Syracuse in order to try his hand in the civil service. The dream was that between the dictatorship of the Right, which he combated in Germany, and the dictatorship of the Left, to which he never fell victim, there was a third alternative, the dictatorship of the "virtuous Right"—"the dictatorship of the good". He found that the red boxes killed "the assertions which are pure dogma". But those dogmas had rarely appealed to him, and never for long. Back in his Oxford days he was a "Dilettante" of politics, dogma, journalism, crusade, administrator, has given us a vivid and immensely readable book, with much that is so realistic in it. But it always was Plato who was his secret hero.

Professor Wright, a former Conservative MP for Glasgow (Pollock), is now director of the Institute of United States Studies and Professor of American History in London University.

BOOKS

Cutting off the Celts

The Archaeology of Late Celtic Britain and Ireland c AD 400-1200 by Lloyd Laing.
Methuen, £11.00 and £4.50.
ISBN 0 316 65970 5 and 82360 2

The Dark Ages, the early Christian period, the early Middle Ages, the transition period, the early historic period: these are all terms in current use to characterize those formative centuries, from about AD 367 to AD 1066, when the peoples and languages and political arrangements of these islands were acquiring roughly the form which they have today. Some scholars would reject certain of these terms with cumulo or even passion. In Wales, Land of the Saints, for instance, it is scarcely thought decent to refer to the "Dark Ages". Each term has its distinctive features of the period, and so provides its own special insights, but none is wholly satisfactory. It may be this that has led Lloyd Laing, in writing of the years AD 400 to 1200, to revive, as he says, "the term once used to denote the last phase of the late Iron Age, as a new name to denote the period covered by this book". But to those of us who find the Celtic peoples alive and well and living in Ireland, Scotland and Wales, and perhaps in Cornwall and Brittany too, it is an unhappy place and an undesirable revival. It is doubtful whether Mr Laing believes in it himself, since throughout the book he consistently uses "early Christian".

One term at least is to be deprecated, not because it is emotive or pejorative, but because it is misunderstood. The Dark Ages are so called not because the evidence for them is dim or scanty, but because the eternal light of Christian Rome was obscured for some centuries by the barbarian invasions of western Europe. Students of the period, far from groping in the darkness of ignorance, are in danger of being blinded by the sparks generated by multitudinous clashes of evidence. Granted the evidence is not readily comprehended by those brought up on Gardiner's Constitutional Documents of the Puritan Revolution, or even on Stubbs's Select Charters. It demands a sympathetic understanding of Celtic life and culture, and a knowledge of the archaeological, linguistic and historical evidence; a working knowledge of archaeology; and some familiarity not merely with Latin of a peculiar kind, but also with Old Irish, Old English, Old Norse and Old Welsh—or, at least, frequent discourse with scholars who have such familiarity.

Mr Laing unfortunately lacks a proper understanding of the historical sources for the period. His examples may suffice to reveal his weakness. He refers to "the Welsh MS Harley 3857" (pages 18 and 31) apparently meaning by this the British material, written mostly in Latin, which forms a small part of the very heterogeneous collection of MSS. in the Bodleian Library. He describes the Welsh legends as "groups of three poems on related subjects" (page 31). They are, in fact, a kind of index to the largely lost poetic sagas of Wales, in which incidents and heroes are grouped in threes for mnemonic purposes: "the three guests at the court of Arthur", or "the three fatal kisses of the island of Britain". He seems to think that the term *landnamabók*—the written account of the Viking settlement of Iceland—is synonymous with the *Títtur* process of settlement in any Viking area (page 187). From these and other pointers it is evident that Mr Laing is not sufficiently familiar with the documentary sources to write a full historical account of his period.

Fortunately, however, what he is attempting is not so much a history as an archaeological handbook, in the sense established by John Ward's *Roman-British Buildings and Earthworks*, and continued by R. G. Collingwood's *Archaeology of Roman Britain*, now revised by the late I. A. Richmond. In a sense, the present book may be seen as continuing Collingwood's argument over the following eight centuries, while expanding into regions that the arms of Rome never reached. The first part deals with regional field archaeology, that is to say with the sites and monuments, both secular and ecclesiastical, of Ireland, Munster, Scotland, Wales and



Cross of Mulredach, Monasterboice, Co Louth, probably the finest of the Irish high crosses.

the main concern is with the centuries between the Roman rule and the establishment of Norman influence or even political control, but there are frequent backward glances to origins in the Iron Age or the Roman period. In the second half, Mr Laing turns to the material culture of the early Christian Celtic, their technology, their tools and equipment, their pottery and wood, bone and iron; their richly ornamented personal finery, and the craftsmanship in metal and jewels with which they embellished and enriched their Christian worship.

Now Collingwood's handbook established standards for such archaeological guides, by providing a model that was at once comprehensive, accurate, intelligible and well illustrated. It is by comparison with this that *Late Celtic Britain and Ireland* must be judged. How far does Mr Laing measure up to this model?

So far as the sites, and especially the secular settlements of the British mainland, are concerned, he should be awarded high marks for comprehensiveness. After careful combing, I can find only one note that he has missed—the apparent reformation of the Breidden in Shropshire. On the other hand, he lists several, especially in his native Scotland, that are now lost. Not all of them may survive critical scrutiny. Among artifacts, he makes a brave attempt to sort out for the first time such mundane objects as crucibles and iron rods. If the results are not as valuable as Collingwood's classification of Roman *curvo* pottery and bronzes, the fault lies at present in the material. The greatest weakness lies in the absence of any useful study of chronological problems. There is no significant discussion of the dating of the well-known Mediterranean and Gaulish imports, wares, and an uninspired guess of our own is trotted as fact. Radiocarbon dates are becoming available for sites. In this period, but here (pages 68-69 and 279) they are quoted so naively as to be meaningless.

It is in terms of accuracy, intelligibility, and quality of illustration, however, that this book falls below the standards of Collingwood and Richmond. In the case of some

differs from the excavator's in terms which suggest that he has justifiably reinterpreted the sequence but that he has simply muddled it. In others, such as the Viking settlements in Scotland, the description is incoherent, in the light of the simplified plan which he provides. His distribution maps are neither complete nor accurately plotted. All too many of his illustrations, whether of sites or finds, have been redrawn from the originals in a coarse style with much loss of detail. The only really good ones are the engravings reproduced directly from Anderson's *Scotland in Early Christian Times*, published in 1881.

But whatever its faults in detail, a handbook can still serve a most useful purpose if it directs inquiries to the evidence which is available. One of the great tests, therefore, is how readily individual sites, or classes of site or object, can be looked up. Late Celtic Britain and Ireland is not at all convenient in this respect. The text is indeed helpfully divided by many sub-heads, but these are not listed in the table of contents, so this cannot be used as a preliminary guide. We can compare Collingwood-Richmond, where at least the main divisions of the chapters are tabulated. The index is poor, largely a list of place-names, with no indication of the type of site that is indexed, or of the kind of information that is given about it. On a preliminary browse I noticed a discussion of the typology of bronze penannular brooches, one of the leading trinkets of the period. Later, wishing to refer quickly to this discussion, I looked in the index under "brooches"; under "penannular", despatching under "typology" and "bronze", "bronze-working" and "jewelry". No, it is under none of these, but under "dress-fasteners".

On the other hand the book is good in including students to the wider literature. The chapter-by-chapter notes, gathered together at the end, provide very adequate documentation for statements in the text. They are preceded by what the author calls a "select bibliography". Since this contains at least a hundred items of varied length, it is a book that students busy for a long time, but it is a rapidly growing field, there are gaps, but Mr Laing has made a good attempt to keep fully up to date. It might have been useful to remind students that accounts of recent discoveries appear yearly in *Medieval Archaeology* and *Britannia*, and that notices of recent publications can be found for instance in *Antiquaries Journal* and *Anglo-Saxon England*. With the book as a starting point, the addition of such current notices, the devoted inquirer may reasonably hope to keep abreast of the field. The problem remains: some of the references are inevitably to locally printed excavation reports or minor conferences, and wide references will defeat all but the best equipped university libraries. A useful compendium, I hope that will be bought by libraries and university students, will buy and change the paperback. In this, as Collingwood's text was revised by Richmond, Mr Laing's own students may rewrite his handbook in detail, without modifying its basic structure.

If I have obdurate reservations about it, they are of a profound level of historical scholarship. It is really possible to separate the Celtic west and north off from the rest of the British Isles? At the simplest level, the iron knives and bone combs of Wales and Ireland are indistinguishable from those found in pagan Saxon swords and spears can only be explained by the contrast with Anglo-Saxon weapons. Can the Viking archaeological of these islands really be understood without full reference to the kingdom of York or the Danish law? For that matter, can the Celtic contribution to our insular heritage really be appreciated without the acknowledgment of the Celtic strain in English society? Mr Laing has, unfortunately, divorced from their English neighbours, to their own impoverishment.

Again the role played by the governor, Clodius Albinus, in providing the towns of Britain with their first overland fortifications of the end of the second century, is consistent with the archaeological evidence as we have it, but it is a remote only a theory; in *The Towns of Roman Britain* it comes near to being stated as historical fact. Archaeological evidence can never be an adequate substitute for genuine historical documentation. However, within its terms, the reference to the archaeological and historical evidence is highly successful and a significant contribution both to Roman Britain, and urban studies in general.

Urban study

The Towns of Roman Britain by John Wachter.
Basilford, £9.50.
ISBN 0 7134 2794 9

The remains of our earliest towns could have been buried forever since so many of them are the sites of our cities today. However, bombing in the Second World War and, since then, extensive urban redevelopment has made excavation of the Roman remains possible. Besides surveying pre-war archaeological work at sites such as Wroxeter and St Albans, John Wachter has reviewed the first fruits of rescue excavation on numerous urban sites.

The information derived from this work is often fragmentary but can still yield a coherent picture. Gloucester provides a classic case. Here we now know more of the actual story of the development of the Roman colony due to the systematic excavations of Henry Hurst and his colleagues than we do of the completely, but unsystematically, excavated Roman colony of Timgad in Algeria. Yet Gloucester has remained a flourishing city since medieval times, while Timgad is standing virtually as the Romans left it at the time of the Arab invasions.

Gloucester, as a Roman colony of Roman citizens, represents one type of city-foundation. Others were created to act as centres for the pre-Roman tribal states in whose hands Roman policy left the administration of local affairs. But whether colony or tribal centre, Wachter's survey builds up a full and convincing picture of the physical aspect of the towns and their fitness to perform the functions they were intended to serve; as administrative centres with their squares and city halls, centres of entertainment with their theatres or amphitheatres and public baths; as centres of defence, with their earthen ramparts later converted to stone. It was these fortifications which survived the longest and, when all inside had fallen before famine and plague, won for the towns the epithet "tombs surrounded by nettles". Some aspects such as the religious or industrial side of town life are less well attested, but what evidence there is has been gathered skilfully together.

The strength of this book derives from the primary archaeological evidence on which it is so largely based. A few doubts arise in some of the historical interpretation of the archaeological evidence. Did the Romans impose the organs of self-government on the tribal states, or did they inherit them? The tribal territory as Wachter assumes? It could be argued that their imposition was the immediate corollary of conquest, as Tacitus says it was in the case of the Fyris defeated by Nero's general Corbulo. Thus the tribes of the Dobunni in Gloucestershire could have had council and magistracies at their pre-Roman centres of Bagendon before applying for official permission under the emperor Vespasian to move to the more suitable site at Gloucester, well placed in relation to Roman roads that had been laid out primarily with military considerations in mind.

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Acculturation

Byzantium and Bulgaria by R. Brundage.
Temple Smith, £4.50.
ISBN 0 8517 7064 1

In setting out to trace the impact of Byzantine civilization on the Bulgarians and Slavs, who together became the Bulgarians, and this in the rise and fall of early medieval Bulgaria Professor Brundage is well aware that he cannot equally illuminate all levels of life. He succeeds admirably in the political and economic fields, where his careful marshalling of the evidence makes a valuable contribution to our understanding. The progress of acculturation in religion, literature and art can be followed at least in outline. But nothing reveals the intimate and long drawn-out process of spiritual change among the Bulgarians. To achieve this perhaps not historians' forte. Moreover, I wonder if we have been any better off in more recent times—in the case of the Malays, Indians or Polynesians, Tongans, for example? Byzantium's impact on the life and values of the Bulgarians cannot be implicitly relied on, but Bulgarians only became known during the critical period and he as yet virtually nothing to say about themselves. The same criticism can be made of all the other peoples who were being Christianized at this time. So much for the history of the Bulgarians. As for the people, there is little to say for what they did, said or thought.

The particular interest in the importance of Bulgaria is that it was not at the other end of the world but on Constantinople's doorstep. Accepting the limitations of the evidence Brundage draws attention to three decisive points. First, there is no going back on the process of conversion once the "servants of the state", whether native or foreign, adhere in their majority to the new religion. They may be "pagan reactions"—and are in fact recorded in every age—but they do not reverse the process. Secondly, the two centuries of Bulgarian cultural progress which ended calamitously in the reincorporation of this territory into the Byzantine empire did mark the formation of a national identity. The creation of a Slavonic church, following the decision of Cyril and Methodius developed in Bulgaria under patronage.

Thirdly, the growth of Bulgaria, both spiritual and material, is crippled by too great proximity to the Empire; especially as the economic and political centre of the world was here made in Russia. Symeon, for all his military and administrative achievements, was a young man who was too close to the centre of power to be able to break away from the Byzantine Empire of the long centuries, though the emperor's power was scarcely less harmful.

Where much is necessarily speculative some of the author's views may be challenged. He surmises that Cyril and Methodius had completed at Photius' order a considerable body of liturgical Slavonic into Slavonic which he called to use in Bulgaria when he was in the Balkans. There are some grounds for thinking that there is a quarter of the truth in this. The form of words given to him by the emperor, and confusion is inevitable on passing to the next statement. Further examples of misprints and even misstatements come readily to the eye on reading through the text; for example, on page 112, "Conduction" involves macroscopic motion of a fluid, not the same page, an accidental interchange of upper and lower case symbols of quite different meaning in the development of an expression.

However, the author has covered a wide range of subjects which forms a useful précis of the various aspects of nuclear engineering. The various special problems of reactors are adequately covered and in a form which would permit a basic reader to become a glossary of reactor terms, with definitions. It is unlikely that a student coming fresh to the subject would glean any benefit from reading the specification details of a boiling water reactor, while the chapter on criteria, standards and guides turns out to be mainly a list of publications on safety and gives little information.

The consideration of environmental problems is disappointingly brief; since it consists of a few observations without discussion, it might be misleading. For instance, the author accepts that a nuclear power station is less efficient than the coal-fired power station and is therefore the cause of greater thermal pollution. This is indeed so in the United States or present but (if?) Advanced Gas-Cooled Reactors operate in this country they will have equal or better efficiency, so it has to be said that the book does not present a general view. In fact, the magisterial reactor might not exist as far as the author is concerned.

The quality and reproduction of diagrams are poor, and it is a very and reflection of our times that this book should be priced at £12.00.

J. A. Izatt

BOOKS

Under the glacier

Glacial Geomorphology by David Cowell.
Methuen, £10.
ISBN 0 316 65970 5 and 82360 2

In glacial geomorphology no less than in other earth sciences, model building and subsequent testing in a spatial context occupies a central role and it is one of the themes of this book. Several contributions are excellent though, inevitably, some attempts must appear pretentious. Thus, a model for the Rocky Mountain glaciation forces into unnatural model-system-paradigm terms what is a perfectly straightforward exercise in glacial geomorphology. The role of glacial erosion in the Appalachians, Fairbridge shows how generations of geologists in North Africa failed to perceive the glacial evidence all around them.

Despite the utilitarian premise of the last section, the practical applications of glacial geomorphology are not lost sight of. This is a book which is not only a textbook for the student, but also a reference work for the professional. It is recommended by the editor as a text for the entire volume. Far better had he thus identified the outstanding essays by Boulton, Muller, Kotté, and Clayton and Moran.

In part one field and experimental work is mathematically modelled by Boulton to provide a basis for a unifying theory of the dynamics and pattern of glacial erosion at different scales. On a similar basis Clayton and Moran outline a process-form model for the deposits and landforms of North Dakota and Minnesota, though its validity remains to be tested outside the continental interior with its thick drift sequences.

In similar vein Kotté discusses a model of glacial erosion based on sequence stratigraphy, assemblages developed by the United States Geological Survey over 50 years in New England. It is ideally set out for ready comparison (Britain comes immediately to mind), but disappointingly is not even extended to the non-sedimentary New York where similar landform assemblages are known.

Drawing on nearly two decades of work in Glacier Bay, Alaska, Goldsworthy and his colleagues are growing conviction elsewhere, that glacial deposits (including "lodgement" till) and their landforms

Elements of Nuclear Reactor Engineering by Lau L. Wang.
Gordon and Breach, £12.80.
ISBN 0 667 02270 0

The author aims to present a textbook for an introductory nuclear engineering course, in a form which permits uninterrupted study of thought. The format is an interesting one, with detailed derivation of necessary formulae removed from the text and given as worked examples at the end of each chapter. Such a format could well be useful in obtaining a good background to a subject, allowing the reader to choose for himself how much detail to study in progressing through the book.

Unfortunately the book is not a good example on which to judge the format. The student coming fresh to the subject would hardly be able to get his train of thought in motion before stumbling at the first definition, given in the form of an equation which contains a misprint. The concise style means that there is a form of words given to him by the emperor, and confusion is inevitable on passing to the next statement. Further examples of misprints and even misstatements come readily to the eye on reading through the text; for example, on page 112, "Conduction" involves macroscopic motion of a fluid, not the same page, an accidental interchange of upper and lower case symbols of quite different meaning in the development of an expression.

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are produced extremely rapidly, usually at the end of a glaciation. Also in the same section Ernest Muller presents a masterly analysis of the origin of drumlins in which he clarifies and synthesizes a voluminous recent literature.

Part three is distinguished by a lengthy but discursive work on ice wedges in Alaska by R. P. Black while at the same time offering the earlier views on their genesis by Leffingwell. It is no surprise to find Rhodes Fairbridge contributing a persuasive and stimulating essay on Ordovician glaciation in the Sahara. Just as in part two Coates discusses what are essentially perception differences over the role of glacial erosion in the Appalachians, Fairbridge shows how generations of geologists in North Africa failed to perceive the glacial evidence all around them.

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J. A. Izatt

Weather forecast

Climate Canada by F. K. Hare and M. K. Thomas.
Wiley, £5.40.
ISBN 0 471 35143 1

There is a need for an up-to-date and comprehensive account of the climate of Canada, and within the limits of its size (some 250 pages) Climate Canada fulfils this role. Despite its obvious and natural orientation in its domestic market, it will also appeal to all with a concern for matters climatological.

After a general Introduction, there is a concise and simple account of SI units, on the basis of which the underlying relationships of general climatology are outlined in part two. The energy and water balances of the country as a whole are discussed in considerable detail in chapter three, and the illustrative maps present a consolidated summary of great value. In the succeeding chapters, dynamic aspects are equally reviewed, and for many whose primary climatological concern has not been with Canada, this could prove the most interesting of sections for it draws into an integrated unit current circulation concepts. Perhaps the one weakness is that occasionally ideas are introduced but not fully explained until later. Thus, on page 39 the Chinook is described simply as "Pacific air" with no mention of adiabatic warming, while instability is used as a term up to page 67 without an explanation. Then both of these omissions are put right on pages 69-70.

Following this there is an interesting summary of climatic change in a Canadian context—probably new to many British readers—but unfortunately theories concerning these changes are only presented successively, with little or no selection made between them. This balanced experienced assessment of the authors on this theme would have been most welcome. Regional climatic conditions are then reviewed, with major concentration along the southern borders where most Canadians live. Obviously, detailed differences cannot be considered at this continental scale, but more integration with the earlier, systematic accounts would have firmly established the unity of this section.

Some fifty-five pages are then devoted to aspects of applied climatology under the general heading of "Climate and Man in Canada". This is a highly selective approach which omits rather of the contemporary used to make everything socially relevant. Nevertheless, a series of interesting vignettes are presented, though these often wear the appearance of a study in depth. A separate volume on these themes of agriculture, economic activity, clothing and shelter, leisure and urban climates—all in a Canadian way in the future. It is unfortunate, indeed, that the space devoted to port five to meteorological data and service could not have been devoted to the applied theme, for it comes across almost as an afterthought without fulfilling any obviously useful purpose. On the other hand, the carefully selected set of climatic data in appendix two should prove of great help to anyone wishing to look further into Canadian climates.

Despite its minor reservations, this book must be welcomed with enthusiasm by the geographer, biologist, pedologist, hydrologist, engineer and environmental scientist. Its information is reliable throughout; ideas and theories are presented lucidly and simply; and its maps and graphical illustrations are clear, effective and valuable. Would that comparable volumes were available for many other parts of the world.

Stanley Gregory

The King's Parliament of England
G. O. SAYLES

In this book the author brings together for the first time his life-long work on the medieval parliament. This is a major work by the greatest living authority on the subject. The author shows how parliament's judicial function gradually decreased as politics expanded a great change of time and describes the consequent change in its structure and membership and in the relationship between itself and its sovereign.

Unquestionably, this book will be indispensable in all students of its great subject. Times Literary Supplement
Cloth £3.50 Paper £1.75

An Introduction to English Poetry
LAURENCE LERNER

This book provides a complete course in English poetry. The fifteen chapters, each containing several poems printed in full, introduce the student to the following: the chronological development of English poetry; the different kinds and genres of poetry; how to appreciate the various levels of meaning in a poem; its relation to other poems and to the society in which it was written.

Publication 5th June
Cloth £5 Paper £1.95

Rural Recreation in the Industrial World

I. G. SIMMONS

The provision of rural recreational facilities in industrialized societies is of growing economic and social significance. This book deals with the demand for outdoor recreation in industrial nations in the nineteenth century, during the last twenty years and the response to it in the development of facilities by public and private enterprise. This is the first international study of the subject and the problems of land management created by heavy demand are discussed in the context of the government recreation systems in several countries, including the U.K., Holland, Denmark, the United States, Canada and Japan. The author both synthesizes the work of geographers, economists, sociologists and planners and draws on his own considerable knowledge of the world.

Publication 8th May
Cloth £3.95

Location and Space in Social Administration

BRYAN MASSAM

This book introduces students to contemporary procedures for analysing the influence of space and location on the provision of public services. It is intended to bridge the gap between a social value-orientated approach and one which relies more heavily on rigorous analytical methods. It evaluates the structures for providing public services in terms which consider distance and accessibility. It maintains that while physical proximity often relates directly to the satisfaction which an individual derives from a service, recent work on the provision of facilities should not be overlooked. It also considers public awareness and its influence on utilization patterns by pointing out that although information may be available to all, comprehension varies and some people do not take advantage of facilities and services in which they are entitled.

Publication 8th May
Cloth £6.50 Paper £3.15

Family Planning in India:

Diffusion and Policy

PIERS M. BLAIRIE

This book defines and analyses a number of important related issues in a crucial area of social science. It is a detailed and critical analysis of the operation and effectiveness of Indian family planning programmes based on the author's extensive research over several years. The book concentrates attention on poor, agricultural areas of India where the problems of programme implementation are usually the most acute. It is not intended as a general formulation by planners. Previous research has shown that these problems have been minimal, most effort having been concentrated on the more prosperous and industrialized parts of the country. This study is one of the first in employ techniques and methods of analysis derived from the advances in geographic theory during the past decade.

Publication 8th May
Cloth £10.00

World Climatology

An Environmental Approach

J. G. LOCKWOOD

This is a rather unusual and very readable book which, as the title suggests, has an environmental slant not often found in climatological textbooks. Overall, it strongly recommends this book to readers of *Weather*. It is beautifully printed and the diagrams are almost all very clear and legible. It should admirably fulfill its purpose of providing a textbook for advanced students of climatology and geography and a work of reference for agricultural botanists, civil engineers and others. *Weather*

Publication 8th May
Cloth £8.50

Introduction to Marine Geology and

Geomorphology

CUCHLAINE A. M. KING

During the ten years since the first edition of *Oceanography for Geographers* (distributed in the U.S.A. as "Introduction to Oceanography") was published, there has been an explosive development in nearly all aspects of the subject. So much has been written concerning this aspect of oceanography that it has been necessary for the author to prepare the new edition of *Oceanography for Geographers* as two separate books, both of which are almost entirely new. This is the first. The text provides a most detailed introductory account of the morphology and development of the ocean basin. The publication coincides with a rapid expansion in the subject following the recently accelerated exploitation of marine resources.

Publication 30th June
Cloth £3.50 Paper £4.90

Introduction to Physical and Biological

Oceanography

CUCHLAINE A. M. KING

The physical aspects considered in this book include an introduction to the character of ocean water and its circulation in the form of surface currents and deep water movements. The subjects of tides and the various waves that disturb the surface of the ocean are discussed in the second half of the volume. An appendix concerned specifically with the increasingly complex legal aspects of ocean usage has been prepared by Edward Gore, an expert in oceanic law, and forms a valuable addition to the volume.

Publication 30th June
Cloth £11.00 Paper £5.50

Edward Arnold

25 Hill Street, London, W1X 8LL

BOOKS

Would-be saint, and politician

The Gladstone Diaries, vols 3 and 4
edited by M. R. D. Foot and
H. C. G. Matthew
Oxford University Press
Clarendon Press, £28.50 per set
ISBN 0 19 82425 7

Even a nodding acquaintance with Gladstone's personality, derived from the pages of Morley or Macaulay, conveys the impression of a man in whom well-nigh volcanic forces were powerfully controlled and perfectly channelled into high achievement. There are passages in these volumes of his diary which starkly reinforce this impression and put the reader into the position of eavesdropping on an intensely private dialogue.

The key to Gladstone's personality was, as with many Victorians, his evangelical family background, which left him with a pervading sense of sin, a high moral sensitivity and a constant need for self-examination and accountability to God. In the years covered by this part of the diary these qualities are most strikingly revealed in Gladstone's struggle with his own sexuality. In order to repress the temptations of pornography, he constructed for himself severe rules of moral hygiene. His rescue work for prostitutes started as a humbling work of charity, part of an "engagement", a lay brotherhood to which he belonged with some friends and associates. It became a strange playing with fire which often left him with a deep sense of guilt and sin. This is reflected in the diary, sometimes in the use of Italian, to put another layer between himself and the unappealable; in an earlier volume the intensity of his emotions during an unsuccessful courtship was masked by the Italian language.

It is, however, not only Gladstone's deep anxiety over his sexual drives that make this diary in the words of its editor, Dr Matthew, a classic of mid-Victorian self-

analysis of guilt. In Gladstone his public life was a divine vocation, perhaps always a second best to the priestly calling which he had wanted to follow in his youth. Thus he ceaselessly examined all his political actions and motives under the searching light of his faith and its moral precepts. This scrutiny was to give him unrivalled moral authority as a political leader, but it was also at the root of the fierce hatred and controversy which he inspired.

On the other hand, one can trace, especially in the political memoranda interlarded with the diary, the development of Gladstone's great political skill and cunning and the thrust of his powerful ambition. His was a unique blend of saintliness and ability to wield worldly power. In these volumes there is much else of great interest about Gladstone and the society he lived in. Many entries illustrate his progress from the high ideal of church-state relations painted in his book *The State in its relations with the Church* to a more sober appreciation of the role of the established Church in mid-nineteenth century Britain. On March 27, 1842, he writes: "... the adjustment of certain relations of the Church to the state. Not that I think the action of the latter can be harmonised to the law of the former. We have passed the point at which it was possible; and I do not expect to see it recovered. The materials waste away daily." The affairs of the Church remained close to Gladstone's heart and nothing left him harder than the apostasy of so many of his friends among the Tractarians. The worst blow was the reception of Manning and James Hope, his constant friends and advisers, into the Church of Rome in April 1851.

The development of Gladstone's ecclesiastical views was paralleled by his political evolution, towards a more liberal position. The diary is one to see how his passionate devotion to justice and morality gave him an immense radical potential, even though he retained an essentially conservative view of society. He did not need to work from first principles and once a chain of reasoning had carried him to a position, he faced the practical consequences fearlessly.

Thus he became a free trader, rapidly, convinced by the results of his work at the Anti Corn Law Society, and after 1836 free trade to the Tory ranks. But he was faced starkly by the sequences of oppression, the toll of repression was the toll of offence against the moral law. There are early signs in the diary of liberal views on Ireland and of his resignation once North is gradually unveiled.

There are glimpses of Victorian upper-class life. The treatment of children, the management of servants—Gladstone is a meticulous order of bare fact and some such incidents draw him into the worst in his sanctimoniousness. There was a close relationship between his political and personal life. Prayers and professions thinly disguise the fact that the removal of this incubus would come as a relief. Perhaps he has his own mirror-image: the inner tensions, but in his case controlled and producing dangerous explosions.

The main stream of Gladstone's diaries is a shorthand record of actions, meetings, books read, long and short stretches of quietude, but of use to the reader, Cabinet and party meetings, and conversations can be traced and corroborated. The usefulness of the diary to researchers is greatly enhanced by the careful selection of the editors. As in the first volumes, edited by M. R. D. Foot and H. C. G. Matthew, the diary is a hardy ever failed to come up to the answer. They have thus produced a compendium of great value to those who labour to reconstruct Victorian history in his many aspects. Dr Matthew has also written an introduction in which he puts the diary unerringly on the map of Gladstone's life.

E. J. Feuchtwanger

Spearheading the forces of change

Gladstone and Radicalism: The Reconstruction of Liberal Policy in Britain 1845-1894
by Michael Barker
Harvester Press, £7.50
ISBN 0 901759 27 9

The decade which centred on 1890 is one of the most remarkable in our history. Challenges to all the old assumptions—political, economic and religious—had been made long before; but it was at this time that man could clearly see that many answers which had been given confidently in the middle of the century were no longer satisfactory; that the economic troubles of the previous few years were symptoms of profound disorders.

The Liberal party had made itself the political spearhead of the forces of change; and Gladstone, presiding over the party with a quite exceptional authority. When he formed his 1886 Ministry he was already 76; and he was to remain at the centre for a further eight years, though largely out of office. What was he, as many have suggested, an irritating one-sidedness; an obstinate old man who could not comprehend the rising forces of the age?

Yet who effectively blocked social progress through an obsessive preoccupation with Irish Home Rule? No, suggests Michael Barker, in this scholarly re-examination of the man and politics of Liberalism at the time, and how Gladstone stood among them. We learn that he was neither the log which dammed the stream of radicalism, nor yet the marionette of the "suecra". His understanding of, and sympathy for, the lower social orders was deeper than his was willing to even admit. For Gladstone's changes, and so far from social Home Rule above all other concerns, he was at one moment even considering alternative political readjustments for Ireland.

"This is a sagacious 'historian's book'. It is not easy reading; partly because the author assumes a good deal of previous knowledge, partly because he has a habit of darting to and fro. A more serious criticism is that he is too preoccupied with politicians and political wrangles, and not enough with the social and economic forces of the age. It is possible that the fluctuating fortunes of the Liberals around 1890 were more closely related to trade cycles than to the public and private activities of

Parnell? Dr G. B. Clark of Cambridge flits through the pages of minor figures; we do not realize that for a substantial part of the period gunboats and navies were in constant use on the shores of Scotland to control the crofters.

Unlike some historians, Barker does not approach the reform with the usual sense of the inevitable. He is particularly impressive in considering that the reformers were permitted to undermine themselves, and some did.

The major preoccupation of the papers in this volume is the modifications which must be made to the standard technique of analysis if it is to be successful with children. The post-Freudian question (in whose interests are the children being analysed?), is well raised. Consider the eight-year-old girl who when placed in a classroom "lay down on a bench and masturbated, reacting to any interference with sticks of sugar". I am ready to ascribe the mild amputee this little Oz heroine evokes to sentimentalization but I suspect others will look on a fuller conceptual elucidation.

Roy Douglas

Restoration poet and rake

The Complete Poems of John Wilmot, Earl of Rochester, edited by David M. Viles, which was first published in hardback in 1959, has now been published in a paperback edition at £2.00 by Yale University Press. Rochester's poems, and dramatic works, this edition attempts to assemble every scrap of the non-dramatic verse of which he was a poet chiefly by reputation. It should be valuable to students on university courses in Restoration

and eighteenth-century English literature, specialists in the period who lack a reliable text for quotation from Rochester's poems; and perhaps a wider audience who have less professional interests.

The explanatory material needed to understand each poem is placed only to specialists in the period. There is a very useful list of Rochester studies 1925-1967, a research tool invaluable elsewhere.

Right for all?

Educational Judgements: a collection of papers in the philosophy of education edited by James P. Doyle, now available in paperback, published by Routledge and Kegan Paul, price £1.75. It includes essays, mostly by American academics, on indoctrination and moral education, and need for a more adequate definition of education, and a discussion of the question of a universal right to education.

BOOKS

A magnificent man in his flying machine

Portrait of Haldane
by Eric Ashby and Mary Anderson
Macmillan, £5.95
ISBN 33 15075 9

The first space men in England were the Scots. With their storm clock accents, quick eyes for the buttons of power, and nimble fingers, Scottish trained lawyers, engineers, doctors and civil servants swarmed across the Tweed like Morlocks (some might say Malochs) to serve and rule the British Empire. Some of them even tried to provide the English with do-it-yourself institutions—the subject of this book, R. B. Haldane, especially. He certainly seemed to have the appropriate genes. His paternal grandfather founded the Society for the Propagation of the Gospel in France; his maternal ancestry included a Lord Chancellor and a judge. Coming from a country where universities were accessible chapels of culture and technology he took the Victorian equivalent of the road to Damascus—a stint at a German university—and was converted.

As with most converts, there was much of the Pauline-post-future tense about his epistles to the young universities: a sense of an imminent tomorrow when they might even serve as organizers of education "from top to toe in their district". That image, rightly italicised by his two latest biographers, summed up what they call his "grand scheme" of regionalism, with universities presiding benignly over the educational systems in each region... financed by local civic spirit supplemented by and from Parliament. But like most of his schemes it was fuzzy at the edges. Fozz or fudge? His biographers claim that he deliberately played the issue of how education in higher technology was to be organized because "to have been doctrinaire about this would have limited the options for action". But actions are a lawyer's business and

as a lawyer, he acted on behalf of the universities of the United Kingdom.

In Ireland he presided over the commission which set for four years and saw most of its recommendations accepted. In London he drafted the bill in 1898 whereby its universities assumed more teaching responsibilities and subsequently presided over the Royal Commission on this reported in 1913. He also presided over the Royal Commission on the University of Wales and he gave the chief evidence in an inquiry before the Privy Council on behalf of a separate university for Liverpool. Indeed, he was more than a mere academic for the emergent "provincial", or as the sociological argot of the time would have it, "divided universities" by actually assuming the chairmanship of one of them, as well as the rectorship of Edinburgh and the presidency of Birkbeck.

He became the great instructor general. "I never knew how incapable I was of understanding these things," remarked Lord James (of Hereford) after Haldane's attempt to instruct him in professional matters. "I never heard your argument." Pursuit of the argument sometimes reached the point of obscurity, when, as Minister of War he was asked what kind of army he wanted and replied "A Hegelian army". As he remembered the conversation the next day, Lord James said: "I never heard your argument." Pursuit of the argument sometimes reached the point of obscurity, when, as Minister of War he was asked what kind of army he wanted and replied "A Hegelian army". As he remembered the conversation the next day, Lord James said: "I never heard your argument." Pursuit of the argument sometimes reached the point of obscurity, when, as Minister of War he was asked what kind of army he wanted and replied "A Hegelian army". 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General Vacancies continued

Roadworthiness

SCHOOLS COUNCIL
JOINT SECRETARY
DESIGNATE

Applications are invited for the above post, to be filled on 1 January, 1976. Joint secretaries (three in number) collectively lead the Council's administration and represent it in contacts throughout the education service. Candidates should have good teaching experience, know the education system, be used to public speaking and possess administrative ability. They should also be well acquainted with school examinations in England and Wales, and preferably have had direct involvement in the work of one or more of the GCE and CSE examining bodies.

Salary, including London allowance, is in the range £9,000-£11,410 (subject to confirmation). The appointment is for three years on secondment from the successful applicant's present post, if desired and possible.

Further information and application forms from Mr. Alan Marshall, Schools Council, 190 Great Portland Street, London W1N 6LL. Telephone 01-580 0352, extension 351.

Closing date for receipt of application forms 13th June, 1975.

City of Manchester

EDUCATION COMMITTEE

PRINCIPAL-DESIGNATE

A new College is to be formed through the merger of three existing Colleges of Education.

Elizabeth Gaskell College
Manchester College
Mather College

The Principal-Designate is to be appointed as soon as possible so that he or she will be able to play a full and leading part in the planning of the new College which is anticipated to be formally designated on 1st September, 1975. The new College will be mainly concerned with teacher education, with a measure of diversified courses. Its teacher education courses will be validated by the University of Manchester. The Principal-Designate will be from the range £2,750-£10,200 per annum.

Application form and further particulars are available from the Chief Education Officer (Ref. F/E 72). Further Education Branch, Education Office, Grosvenor Square, Manchester, to whom they should be returned by 18th June, 1975.

Overseas

ADELAIDE COLLEGE OF
ADVANCED EDUCATION

Applications are invited for the post of:

ASSISTANT LECTURER or
LECTURER in
READING EDUCATION

Courses offered by the College provide the academic and professional training for teachers in secondary schools in the areas of arts, science, economics, commercial studies, music, speech and drama and physical education. At present the College awards an Undergraduate Diploma in Teaching and at the Graduate Level, an Advanced Diploma in Teaching and a Graduate Diploma in Teaching. Future course proposals include a Bachelor of Education degree as well as involvement in areas other than teacher education.

The College presently offers reading education programmes within the Advanced Diploma in Teaching but intends to offer a Graduate Diploma in Reading Education in the 1976-77 intakes. Reading Education aims to provide a broad base within the Bachelor of Education degree to commence in the same intakes.

Applicants for the post should have strong qualifications in Reading Education from a recognized tertiary institution. They are also expected to have teaching experience at a tertiary level. Preference will be given to applicants who have an emphasis in their qualifications and experience on the use of diagnostic techniques and remedial procedures for reading difficulties and development. Further desirable experience includes research into reading processes and curriculum development.

The successful applicant will be involved principally in teaching and teaching in reading education at the postgraduate level but will have some undergraduate teaching responsibilities. He or she may also be expected to contribute to the teaching programme in a related area such as English or Education.

Applicants should give particulars of any relevant position and any other relevant experience in teaching, publications and research activities and any other information bearing on their ability to carry out the duties of the post. This reference should be sent to the Academic Secretary of the College.

The salary scale is at present: £ 8,160-£10,840
Assistant Lecturer (Austl.) £11,280-£15,100
Lecturer (Austl.)
(These do not include a recent nil-rate wage adjustment.)

The applicant will be expected to commence duties on September 1, 1975, or as soon thereafter as possible. The College will meet travel expenses of the applicant and his/her family and also reasonable removal expenses.

Further information may be obtained from the Academic Secretary, Adelaide College of Advanced Education, 48-48 Kintore Avenue, Adelaide, South Australia, 5000, with whom applications close on 18 June, 1975.

Overseas continued

Faculty for medicine
and allied sciences at
King Abdul Aziz University
Jeddah Saudi Arabia

have vacancies to be filled immediately for Professors/Associate Professors and Assistant Professors and Technicians in

Physics • Chemistry • Biology
Preventive Medicine • Anatomy
Bio-Chemistry

Very attractive terms and conditions of service offered under the revised pay scale. Both male and female are eligible to apply. We are in fact looking for well qualified and highly experienced persons to work in our newly established faculty at Jeddah, Saudi Arabia.

Please apply in confidence, with bio-data and photostat copies of certificates/testimonials. Application should be addressed to Saudi Cultural Attaché, 23 Park Square East, London NW1, clearly mentioning the post and department for which the application is made and not later than the end of June 1975. However, none of the attachments to applications will be returned to applicants.

Saudi Arabia

Western Australian
Institute of Technology

Senior Tutor/Lecturer
METALLURGY

The appointee will conduct courses in the areas of mineral dressing and mineral processing. Other duties will include directing projects of senior students, initiating research in appropriate fields, establishing and maintaining liaison with industry and supervising help with students in mineral processing establishments.

Applicants should possess a higher degree in Metallurgy and have recent experience in the mineral processing field.

GENERAL

Salary range (at the current rate of exchange): Lecturer, \$12,320-\$16,466; Senior Tutor, \$15,455-\$19,599. Salaries are payable in Australian dollars. The appointment will be to the School of Mining and Metallurgical Engineering located at Kalgoorlie, 588 Km east of Perth. Kalgoorlie lies in an extensive and richly mineralised zone with gold and nickel in current production and proven deposits of uranium. The regional population is 30,000 and is well-served by road, rail and air transport.

Staff are provided with a house at a subsidised rental. Rates for family and removal expenses are payable. Conditions of service include superannuation (similar to FRSU), six weeks annual leave plus public holidays, three months long service leave on completion of each seven years service, sick leave and subsidised study leave.

Detailed applications, including a curriculum vitae, recent photograph and names of three referees, should be submitted not later than 27th June 1975, to the Migration Liaison Officer, Western Australia House, 115 Strand, London WC2R 0AJ. Further particulars may be obtained from the above address.

When applying please quote reference no. HES.

Librarians

GONVILLE AND
CAIUS COLLEGE
Cambridge

Applications are invited from Chartered Librarians, or from those who have passed the postgraduate examinations of the Library Association, or from those with the postgraduate Diploma of Librarianship for the full-time post (from July 1975) of ASSISTANT LIBRARIAN in the College Library. The post, open to men or women, involves the administration of all aspects of the Library (which includes 800 MSS and 45,000 books serving 500 undergraduates and senior members). Hours of working are nine to five for five days a week. Accurate typing, an advantage. No other full-time staff are employed, so that the work is varied and responsible. Starting salary in the region of £2,000 according to age, experience and qualifications, with annual salary reviews. Pension arrangements; five weeks' annual holiday.

Applications with curriculum vitae and names of two referees to the Librarian, Gonville and Caius College, Cambridge, by 3rd June, 1975.

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occurring in your
subject you need
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week by week

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what
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think
anyway

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could only change
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that affect their
decisions and
influence the way they
vote?

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commissioned through
NOP on behalf of
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Supplement and
The Times Higher
Education Supplement,
attitudes before and
after the October
election are
investigated:

how did they expect
to vote?

how did they actually
vote?

where did they stand
on political issues
affecting education
policy?

how schizophrenic
the teaching
profession?

how does voting
behaviour reflect
strong conservative
attitudes of teachers
on educational
questions?

This book 'Teachers
in the British
Election of October
1974', points the way
to a greater understanding of voting
behaviour and the
relation between
political and
professional attitudes.

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really do care who
teachers think

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PLEASE MAKE
PAYABLE TO THE
TIMES NEWSPAPERS

from Mr T. D. Wilson

Sir,—Dr John Barnes deserves some support from the university sector in his plea for the good relations with the polytechnics to be continued. It is a pity that the press has generally assumed that the chief complaint of university teachers is that they now receive less than those in polytechnics, and that the Association of University Teachers has been less than active in putting the record straight.

Having spent 10 years in further education, the last two as principal lecturer in a polytechnic, before moving to a university, I have no doubt that my former colleagues deserve their present good fortune and I regret that university lecturers without the same experience can make ill-founded remarks about work of which they have no direct experience.

However, I think that the Association of Polytechnic Teachers and the Association of Teachers in Technical Institutions would do well to reflect that, although the Houghton award may appear to be a generous settlement, in fact it has resulted in a downgrading of higher education in general relative to those professions and occupations traditionally compared with university teachers such as the civil service.

We now have the rather ludicrous situation in which civil servants who administer research funds can be on scales which are much more

Poly enrolments:
from Mrs R. R. Solomon

Sir,—I should like to point out that the percentage changes in student enrolment figures quoted for Preston Polytechnic in the table of polytechnic enrolments (THESE, May 16) can be somewhat misleading. The 1973-74 figures on which the percentage comparisons are based included enrolments on lower level courses which were transferred in September, 1974, to a new further education institution, the W. R. Tuson College.

A more accurate reflection of the position is obtained by comparing enrolments for 1973-74 on those courses which have remained polytechnic courses with the 1974-75 polytechnic enrolments. This comparison shows that enrolments on all types of courses increased as follows:

	1973-74	1974-75	% change
Full-time	533	591	+10.9
Part-time	1,175	1,304	+11.0
Evening only	103	225	+116.5

Yours faithfully,
RHONA R. SOLOMON,
Academic Registrar,
Preston Polytechnic.

OECD report
from Mr J. R. Gass

Sir,—I wish to make the following comments regarding publication (THESE, May 9) of the text of the report prepared by a team of examiners for the OECD Review of Educational Planning in England and Wales, which took place within the Education Committee of the OECD at its December, 1974, meeting in Paris.

The text which you have published is that of a "restricted document" which is a normal practice for the OECD Country Reviews of Educational Policy. It remains confidential until it is formally published by the organization, together with the relevant supplementary material in this case, the background report prepared by the British authorities for this review.

This account of the discussion of the Education Committee referred to above.

This account will contain the frank and detailed replies which the special British delegation to the meeting made to the series of questions put by the examiners and members of the committee. This OECD publication covering the full text of the UK Review will be issued next week. It should be noted that the final version of the examiners' Report which will be published in this volume includes textual modifications which the examiners have made to the "restricted" version of the report which you have published.

Dr Wakeford was, of course, writing in a personal capacity rather than as an officer of the BSA. None the less, the BSA is a body which

University-poly relations

generous than those of senior research workers in universities who have the further disadvantage of short-term contracts and an insecurity of tenure.

The AUT and the polytechnic unions should put forward a united front in their salary claims (as well as putting their forward simultaneously) and it could well be in the longer-term interest of polytechnic teachers to offer the AUT every support in its present struggle.

Arguments about comparability of work are generally futile but my experience of both sectors leads me to conclude that there are differences which, in my case at least, lead to a better work load in my present post than previously. This is partly due to the contractual requirement to do research (and the related requirement to publish in order to prove competency to professional committees), but also to the fact that my contractual entitlement in vacation is six weeks (instead of the 12 or 13 I enjoyed previously) and this totally justifies my departure in which I work runs courses which last for 11 months of the year.

If level and nature of work are to become issues in the discussion on parity, aspects such as these must be considered. I hope that my colleagues in the polytechnics would not assume that any denigration of their work is intended when I say that a good case can be made for the claim that differences do exist between their work and mine.

Yours faithfully,
T. D. WILSON,
Donfield,
Sheffield.

from Mr Bernard Tucker

Sir,—Suddenly I feel a great sympathy with the university teachers. I've just seen an advertisement for somewhere called the "North Kradford College" (which I guess to be a technical college) requiring a senior lecturer (minimum £4,206, remember) to teach GCE A level. There must be many school teachers earning a good deal less than £4,206 for teaching A level, and in colleges of education (where I work) there are many lecturers (minimum £2,670) all teaching above A level and teaching people who get first class honours degrees in the BEd.

I had thought that post-Houghton payment was for level of work done—certainly in further education scales—but this is obviously not the case. Presumably teaching GCE in a technical college is considered less pleasant than teaching degree work in a university. I welcome this change of emphasis since I have always argued that it is harder to teach 40 infants than a small group of degree level students and we have much bigger work loads and longer teaching hours than university teachers. It's all very puzzling.

Yours faithfully,
BERNARD TUCKER,
26 Wilton Gardens,
Southampton SO1 2QR.

Architectural 'Titans'

from Mr M. Farr

Sir,—It really is necessary for those of us who handle the past at a safe distance to see up designs from the central years of this century. Tim Benton's explanation of the Open University's new course on the history or architecture and design (THESE, April 25) shows that it stops at 1939.

As Mr Benton says, the view of history held by modernists like Walter Gropius and Le Corbusier has been thoroughly shaken. If he wants to look at the "myth of modern architecture" then surely it is essential to show students what practitioners have been doing with at least up to 1970. Also, should the "myth of modern industrial design" have 30 years of evidence lopped off?

Again, is the traditional link between architecture and design becoming less justified when critical attention is paid to recent industrial design? Students nowadays have much bigger work loads and longer teaching hours than university teachers. It's all very puzzling.

Yours faithfully,
MICHAEL FARR,
Stone, Staffordshire.

I should like to add that the procedures for the publication indicated above are the normal procedures applied by the organization in these matters; they have been supported and encouraged by the United Kingdom authorities and there never was any question of either publishing the "Examiners' Report" separately or delaying its publication.

While appreciating your interest in OECD educational activities, I thought the above points deserve to be brought to the attention of your readers.

Yours faithfully,
J. R. GASS,
Director,
Organization for Economic Cooperation and Development,
Paris.

SSRC funds
from Professors John Eldridge and Margaret Sincey

Sir,—In "Doo's Diary" (THESE, April 25) Dr Ian Wakeford, who is secretary of the British Sociological Association, made comments on some policy questions concerning the sociology and social administration committee of the SSRC. He has now been taken to task by Professor David Lockwood, the committee's chairman, and we have been asked by the executive committee of the BSA to write to you on the matter.

Dr Wakeford was, of course, writing in a personal capacity rather than as an officer of the BSA. None the less, the BSA is a body which

between their work and mine.

Yours faithfully,
JOHN ELDRIDGE,
Chairman, BSA,
MARGARET STACEY,
Vice-Chairman, BSA.

Aral confidence
from Dr J. D. Jenkins

Sir,—This letter is prompted by the publication of a large close-up of Mr Aubrey Jones in the centre of the correspondence column (THESE, May 16). If such an omission is sufficient justification for his

Comprehensive impact

from Mr S. W. Hockley

Sir,—Your article Open and Closed Sixth Forms (THESE, January 24) reported the finding that, of 124 comprehensive school pupils who studied a set of mixed subjects at A level in 1968, and who subsequently went to university, 46 per cent pursued degree courses in science or technology.

This figure, quoted by Guy Neave in his recent book *How They Fared—the Impact of the Comprehensive School upon the University*, contrasted happily from the supply of scientists point of view with Dainton's figure of 29 per cent (derived from the 1966 UCCA figures and published in the CSP Inquiry into the flow of candidates in science and technology into higher education).

The records of our 173 mixed subject A-level pupils who subsequently went to university between 1968 and 1974 make an informative contrast with both these previous findings.

We find that 121 pupils studied a combination of a science (rather than mathematics) and of at least one non-science, and that no fewer than 52 per cent of these pursued a degree course in science or technology at university. On the other hand, less than 2 per cent of the others took and studied mathematics and two non-science subjects of A level pursued such a course.

We conclude, therefore, that the

overall proportion (37 per cent in our case) of mixed subject pupils who pursue science or technology degrees at university depends critically on whether their mixed (A level) subjects contain a science (rather than mathematics) subject of merit.

Mr Neave does not subdivide his sample into science other than mathematics and non-science, or mathematics and non-science groups. His overall figure of 46 per cent could therefore simply prove that comparatively few of the 1968 comprehensive school A level pupils studied a combination of mathematics and one or two non-science subjects.

Further, he argues that the open sixth form of the comprehensive school provides a much greater opportunity for A-level pupils to study mixed subjects, and that this opportunity leads in turn to a greater supply of scientists and technologists than Dalton had feared.

Our figures show that the proportion of mixed subject pupils in this so-called traditional academic school continues to rise yearly (from 12 per cent in 1968 to 28 per cent in 1974) and we conclude that the crucial factors in the pattern of choices among A level pupils are timeliness and flexibility and the inclusion of a science subject other than mathematics in the mixed subject programme.

Yours faithfully,
S. W. HOCKLEY,
Marlborough College,
Marlborough, Wilts.

Technician certificates
from Mr S. C. Hambley

Sir,—It appears that as a result of the refusal of funds, the important detailed work necessary to draw up the teaching programmes required for the first year of the new technician certificates will have to be scrambled into what little time remains before the various courses begin in 1976.

Teaching staff of colleges, it is hoped, will volunteer for an intensive two or three day residential session of high speed unit construction for which expenses may be paid, but little else.

If the work cannot be taken in an orderly manner because there is no money to pay the people doing the work, then I suggest that those who are now trying to serve their own colleges and students and helping to launch the TEC, should not contribute so much as another word. NO money, NO work.

If one is to compare the relative merits of existing courses at present serving technician needs with the likely consequences of the TEC rush job, there is no question which is to be preferred; and which is to be recommended to students.

Yours sincerely,
S. C. HAMBLEY,
Farnham,
Surrey.

Defence links
from Mr Michael Howard

Sir,—May I, as one of the defence lecturers with whose activities she deals, thank you for publishing Zof Fairbairn's very fair and factual report on the relations between the universities and the Ministry of Defence? (THESE, May 16).

It makes agreeably short work of the many absurd rumours which have been current on the subject, not least in the National Union of Students.

Miss Fairbairn concludes her article by suggesting that "if events in Britain develop in the ways that the extreme left and the extreme right predict, with participation and army intervention on behalf of the forces of the right, many universities could find themselves gravely embarrassed."

Indeed, they could. So, could everyone else. It is precisely in order to prevent such a situation from arising that the Services and the universities need to remain in close and friendly contact, to dispel the mutual "devil theories" to which Miss Fairbairn refers, and which her article will do a very great deal to discredit.

Yours sincerely,
MICHAEL HOWARD,
All Souls College,
Oxford.



M le Corbusier (left) in Cambridge to receive an honorary degree in 1959 and Dr Walter Gropius (right) in 1968, a year before his death.

Insert it again either text to this letter, or better still, as an illustration to an interview with him in which he follows up his remarks made on the Late Night Extra news programme on BBC2 last Monday evening.

On that occasion an excerpt from an interview with him appeared. He was being interviewed, as I understand it, in his present role as an economic adviser to the Iranian Government. He was asked if, in his view, the present weakness of the pound would cause the OPEC countries in the Middle East to withdraw their oil revenue monies deposited in this country. His reply was to the effect that they would not since they had great confidence in our country's technology, particularly that embodied in our universities.

It is this last point which I wish to draw to the attention of your readership. Those of us who teach in technology departments in our universities will be aware of the already large and increasing numbers of students from these countries that we teach both at undergraduate and postgraduate level, a fact which bears out Mr Aubrey Jones's contention. Should we not bring this point to the attention of this present Government—especially at this time of acute difficulty for the universities and for their staff?

Yours sincerely,
D. JENKINS,
University of Aston

Mary Leary, 1975